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Library Trends

Young Adult Service in the Public Library

AUDREY BIEL
Issue Editor

October, 1968

Library Trends

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Introduction

AUDREY BIEL

ONE OF THE MOST INTERESTING ASPECTS of editing an issue of *Library Trends* on young adult service is that even thirty-five years ago the subject would not have been thought important enough to discuss at length—if it was thought of at all. The increased attention focused on people in their teens is one of the phenomena of our day and most of it did not begin until shortly after World War II.

The fact that in many libraries at least one-half of the patrons not classified as children are between the ages of 14 and 18 negates any theory that special service to teenagers is unnecessary. What type of service each library affords must certainly vary. Some places stress the collection, others, the librarian, and still others, activities oriented toward this age group. Whatever the service includes, and ideally it should include all three, it has become mandatory that libraries focus a great deal of attention on this large portion of their clientele.

Oddly enough, it seems that the first developments of library service to teenagers were provoked by the fact that adults did not want teenagers in adult reading rooms. This was true of the first room for teenagers in the Detroit Public Library system. However, instead of a high school room being built onto the library, an adult room was added and the high school students took over the old adult reading room. (I am happy to report that I had the pleasure of dismantling this *separate* room for teenagers in 1953.)

In planning this issue it occurred to me that discussing service to the young adult is actually discussing good library service from every angle except geriatrics (and probably even the interrelationship with the aged has some relevance). Perhaps no other field of library service has created so much controversy as service to this age group, but then

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at no other time in our history have there been so many knowledgeable young people as there are today.

Although this issue was not intended to focus on the history of young adult service, one of the things which interested me most as I went through the manuscripts was the fact that most authors felt compelled to preface their articles with a brief résumé of the progress of young adult service. The singular thing about these opening paragraphs is that each brings out something entirely different; it is the very diversity in the beginning of library service to young adults which makes its history such a fascinating one.

Stimulating controversy occurred when the American Library Association, directing attention to this age group, was determining a change of name for the division which serves teenagers. It is true that many church groups and social groups still think of the young adult as the person between 21 and 30 years of age, but since the term "youth" has now been actually down-graded to represent the people between kindergarten and junior high, it seemed reasonable to bestow a more dignified title upon today's teenager (particularly since the terms "delinquent," "far out," "flower children," "hippies," etc. have so often been indiscriminately applied to this age bracket). Experience proves that the more dignified term, "young adult," does help to motivate the youth to achieve an adult attitude. The term "young adults"—at least in the library world—now represents a group roughly in the 14- to 20-year-old age group.

Our reason for asking an educator particularly concerned with adolescence to write the first chapter was to establish the identity of our clientele before starting to think about how they can best be served. Armin Grams really knows teenagers—he has two of his own—and has worked with parents and adolescents alike for many years. His article was written to set the stage for the fascinating world we enter when working with young people.

As early as 1960, Edwin Castagna wrote an excellent article on young adult service in which he stated:

1. Young people of high school age are among our steadiest and heaviest users. It has been said that library use reaches its peak at about age 16 or 17.
2. The use of public libraries by young people tends to fall off sharply as they leave school.
3. Young adults create two kinds of problems by their great numbers and intensive use of the library: a) they rush in often with

> extremely difficult questions that require extensive reference and readers' aid, and make heavy demands on the time of the staff; and b) being American youth, uninhibited, gay, and gregarious as healthy young people should be, they generally present a discipline problem which appears to some people to be susceptible of solution at least partly through their segregation or by dealing with them through specialized facilities and staff. Margaret Mead says young people in the United States are like a separate tribe with its own rules and taboos, a kind of subculture. If this is true, then doesn't it make sense for us to try to deal with them in a special way? [1]

It seemed logical then to invite Edwin Castagna as the director of a large, highly respected library to give his current opinion of the staff status of the young adult librarian. Certainly his article, based on his own survey, does show that no matter what place the young adult librarian occupies in the library organization chart, it is in most instances an important one; he finds further that most systems indicate an upward trend in services and attitudes.

It is indeed interesting to note from the various chapters how library emphasis on the young adult seems to be changing from the combination of the child/young adult to that of young adult/adult. Perhaps one of the factors which has deterred administrators from increasing the importance and the prestige of young adult service in their libraries has been the earlier trend which chose the young adult specialist from the ranks of children's librarians and then set up a separate budget and department. Nearly all librarians recognize that the children's service is so important to every library that there is no question as to its place in the library organization. By the same token so many of the early adult coordinators seemed to feel that the most important step toward establishing young adult service was to develop a separate bailiwick. Perhaps if librarians would spend more time thinking of new ways to attract and hold the young adult reader instead of worrying about where his authority lies, progress might be even greater in this field.

The emphasis on the young adult librarian is near the beginning of this issue, for a well-qualified dedicated librarian to serve young adults, a librarian who can serve as a key to the whole collection or the service, is of prime importance. If this person is indeed interested in young people he will utilize the book collection most effectively and at the same time provide those services and extra activities

which will best inspire the young people to read. Certainly Jane Manthorne's article should inspire many people to accept this responsibility.

Lucile Hatch's article on the training of the young adult librarian brings to light the inadequacies of preparation for this area of work. In many library schools there is the tendency to combine the children's and young adult courses, a natural trend but not a realistic one in these modern times. Her article also indicates the paucity of literature on service to this age group and should alert all of us in the field to write and to make sure that more attention is focused here.

Since the whole conception of dispensing ideas and information is based on books and literature, it seems especially important that we have a chapter on book selection. Katherine Jeffery has had long experience in this field and her survey affords some very intriguing information. As no article on book selection is complete without some discussion of the sensitive areas, it seems to me that she has made some excellent points. Again one cannot help but notice that the criteria which she has outlined would be suitable for a description of good book selection in general.

Also important is where and how the collection is placed; Florence Sanborn's comments are especially helpful to those who are attempting to determine both the extent and location of such a collection. Naturally, each library must determine the place for its own young adult collection, but there are many helpful suggestions in this article.

The school libraries also play an important part in our work with young adults. In the first place, they are provided with a captive audience for whom the entire collection can be appropriately geared, especially at the secondary school level. Faith Murdoch was asked to write the article on the relationship of the school librarian to the young adult librarian, not only because of her excellent supervision of the Detroit Public School libraries, but because of her continued cooperation with the public library. I am sure that such cooperation exists in many cities but we can honestly say that without this cooperation in Detroit, most of our school-oriented projects would be failures. In return the Detroit Public Library offers booklists, school visits, and book talks about the new books which we in the public library field are in a position to receive before most school libraries.

Creating almost as much controversy as whether or not there should be special departments for young adults is the question of

special activities for this group. Emma Cohn's article removes the question and offers instead a challenge. Hopefully, the day has come when the librarian will no longer shake his or her head and say "we are librarians and not social workers"; although we are *not* trained social workers, the trend of the time is certainly such that we must extend ourselves more in the field of human relations, if we expect books and library materials to intrigue the young readers.

Just at this time libraries are fortunate in having some excellent programs financed by Federal funds. Never before in library history has there been such an opportunity to provide service above and beyond the conventional type. Such fascinating projects as High John in Baltimore County, the Brooklyn programs, and a number of programs in California, as well as other states, would not have been possible without special grants.

Ruth Thompson's article on service to young adults in Canada is very important to us both because of the proximity of the country and the similarity of our clientele. Although Canadians have made some recent changes, their philosophy remains very similar to that in the United States and I am sure their thoughts will be of interest here.

One of the most exciting aspects of any type of library service is the new concept of systems. Certainly Esther Helfand is well-qualified to discuss this aspect of our work and perhaps herein lies the best prospect for the establishment for young adult service. If a small library cannot afford a specialist, certainly a trained young adult regional librarian can be of great service in selecting books, planning programs, and conducting in-service training for the other staff members.

This issue was necessarily planned far in advance of publication and therefore is not as timely as we would like it to be. Young adult librarians have, in Florence Sanborn's words, "caught the fever of the happenings" and are "with it." A few years ago librarians might have hesitated to have films and discussions on narcotics, judo, or sex—now we know that we must live with the times. If these are topics of interest—in fact have always been—why not make the library the place to come to for information and discussion in these areas? There are leadership responsibilities in all areas of interest to young adults which an older generation must indeed accept, for in Lord Chesterfield's words, "The young leading the young is like the blind leading the blind; they will both fall in the ditch."

We have not attempted in this issue to cover every aspect of service

to young adults nor to establish standards but have rather hoped by our evaluations of different types of service to create a broader view and to stress the importance of establishing in this age level the habit of lifetime reading. It is during these years that the individual can read faster and absorb more than at any other time in his life and though he may bring more understanding and logic to his reading in later years, if he has not learned the enjoyment of reading for pleasure as well as for information this experience will mean very little. One thing we cannot forget, whether or not we are imbued with this missionary spirit which most young adult librarians are accused of having, whether we carry a cross for the teenager or not, we are supposed to be concerned with the readers of the future. If these people who are the citizens of a very imminent tomorrow are not inspired to read during these very important years, we are ignoring our audience of the future. More than that, we are practically assuring ourselves that there will be no audience of tomorrow, for without question in this day of pervasive media (be they McLuhan's "hot or cold") librarians are going to have to be fired with missionary zeal and enthusiasm.

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1. Edwin Castagna. "Library Services to Youth," *Library Journal,* 85:3611-3612, Oct. 15, 1960.

Understanding the Adolescent Reader

ARMIN GRAMS

NO ONE WHO OBSERVES CHILDREN will deny that in our culture the adolescent is concerned with achieving independence. Yet this tendency does not appear *de novo* with the onset of puberty. A child is characterized by strong strivings for independence in the preschool years (one of many interesting parallels between the adolescent and the toddler) and also during the later elementary school years. Nor are strivings for independence found exclusively in pre-adult years. They emerge strongly again in the middle-adult period.

The onset of puberty makes a considerable difference in the life experience of the youngster, even though a substantial part of the difference results from the changing reactions of others, rather than from sudden essential changes in the self. Within the limits of this article, we can include only certain assumptions about what is happening to personality during this time.

The Emerging Self. In many respects this period of personality development is analogous to the period of toddlerhood. Certainly the problem of identity again looms large. Much of the adolescent's concern is with himself, and while the years preceding puberty saw a heavy emphasis on personal achievement, the adolescent adds a highly personal dimension to the process of becoming an individual. One might say that the adolescent rediscovers his world. During childhood he absorbs a great deal of information in rather blotter-like, indiscriminate fashion; he masters many skills and acquires many attitudes in a rather unconscious way. By the time he becomes an adolescent he has a large store of experience acquired over the years, but the process of acquisition has been uncritical and relatively impersonal. With the advent of adolescence a more individual and self-conscious regard for experience begins to emerge. What has been

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accepted thus far and incorporated into self is re-examined in the light of an emerging individuality. Uncritical acceptance of the ideas and attitudes of those who are older and presumably better informed decreases and there is an increasing tendency to scrutinize experiences and information.

The development of a sense of identity is considered a key issue in adolescence.[1] Questions like "Who am I?" and "What is my proper role?" although perhaps not consciously formulated in exactly those words are of central concern. To some extent such questions are both instigated and answered by the pronounced physical changes associated with puberty. There is, of course, something very final and irreversible about attaining one's mature physique. Young manhood and womanhood are undeniable facts, and their corresponding roles are now more than ever incumbent upon the individual. Our expectations of young people are influenced by their appearance. We revise them as soon as the rapid growth spurt begins. But these marked changes in physique do not automatically initiate more acceptable, mature behavior.

Physical appearance influences an adolescent's self-perception in much the same way as it affects the evaluations which others make of him. He is quite concerned about his rate of development and its timing as well as the degree to which his new physique is of the approved sort for his sex. While space does not permit a lengthy treatment of this matter here, the reader who is especially interested may consult one of the more extensive studies of this matter.[2]

There is also the matter of accepting one's physique as it relates to one's sex membership. Both boys and girls may be somewhat confused about this, because the appropriate masculine and feminine sex roles in society are not as sharply defined as they once were. Rapid changes in our society have caused a marked shift in the roles of men and women, and in general the two are less sharply differentiated than they were in grandfather's generation. There is some difference of opinion among the experts regarding which of the roles is more difficult to learn to achieve, but all agree shifting societal expectations have complicated matters considerably. At this point, we are not so much concerned with the question "Who am I," for as we have already said, the answer to this question comes with unmistakable finality to the young adolescent whose sexual development no longer leaves this to his imagination. The question is rather one of "Now that I am what I am (young man or young woman), what kind of

behavior is expected of a gentleman or a lady?" How dominant, how courteous, how aggressive, how understanding, how helpful, how domestic, etc., should I be? These are pertinent concerns of youth striving to achieve an appropriate masculine or feminine social role. These are some of the key issues in the task of sex role identification.

Changing Relations with Parents. This difficult and complicated problem of establishing oneself as a person in one's own right confronts the adolescent as a major conflict. In simplest fashion the emancipation conflict may be described as the drive to be free of parental control and domination; this is often coupled with the youngster's unwillingness and inability to shoulder the commensurate responsibility which such independence and freedom require. The first component in this conflict stems from rapid intellectual development and physical growth that tend progressively to blur the distinction between child and parent. In many ways the adolescent is becoming more like an adult with every passing year, and he is eager for any and all acknowledgement of this from the adult world. Hence the concern with his "rights" as a "grown-up." But only the unrealistic adolescent fails to recognize that although he is becoming more like an adult in many ways, he still is far from being their equal. Physical stature and intellectual acumen do not automatically supply vocational and economic security. Most adolescents, recognize at some level their need for some shelter from adult responsibility and for a fair amount of support and guidance. These are, of course, dependency needs and they conflict, as we have said, with the need for independence. All of this causes conflict in the family and contributes to the tension which characterizes a segment of the parent-child relationship during this period.

Emancipation from parental domination is considerably more complicated today than in former years. In the first place, the adult role today is more involved and ambiguous. Technological progress and social change have created greater needs for training and preparation, and adolescents need additional time to acquire these. This situation, plus the fact that puberty is arriving earlier, has lengthened the period of adolescence and complicated the problem of emancipation.

Another complicating factor in the emancipation process is the attitude that parents take toward the child who is growing away from them. The principal function of parents *as parents* with regard to their children is to make themselves increasingly unnecessary. This

means that there must emerge over time a new relationship between parents and their children. The process of becoming increasingly unnecessary *as parents* has been going on for some time, but during adolescence it is likely to become much more obvious.

If it happens that the parents' own security and self-esteem as individuals is linked primarily to their function as mother or father, rather than to their function as wife or husband, we can readily understand how they might resist rather than encourage the emancipation process. Before children can cease being children their parents will have to put aside the role of parents. This tests the parents' level of maturity. Are they able to say (as many of them are after twenty or more years of child-rearing) "We just can't wait to get the house all cleaned out so that we can just be alone again with one another?" Or do they secretly dread seeing the last child leave the nest, because with him goes the major source of their personal gratification?

Parental unwillingness to modify their relationship to their children is serious for yet another reason. The relationship which husband and wife have to each other serves as the child's most important model in learning appropriate sex role behavior. Youngsters reared in a home where mother and father have made it quite clear that they have a very special and different relationship are able to learn about the priorities and loyalties so fundamental to their own future happiness. Children who see that their parents are still very much in love with each other and desire frequently to be alone with each other, especially as their children's growth frees them from the necessity of spending many hours tending to their needs, are children likely to look forward with positive anticipation to an adult relationship with a spouse.

Learning "who and what I am" requires space and time and freedom to make mistakes. Certainly this is one reason the adolescent needs parents, although he would probably be the last one to admit it—at least publicly! He needs to try his wings in a sheltered place where he can afford to fall flat on his face without crushing embarrassment. His parents and his home are his sounding board and laboratory, and this, for parents, is a privilege, not a penalty. What better function could parents serve than to absorb the shock of early rebuffs and failures of a child's quest to establish his own identity? Since a certain amount of crudity, misbehavior, and emotional turmoil is inevitable at this time, it would seem better for the youngster

to unload these at home than in settings where he is more visible and there is less freedom for error and greater likelihood of enduring or unfortunate consequences.

It is pleasant for parents to share the limelight with their children, and if there is ever a time when this is likely to happen, it is during their children's adolescent years. But such sharing means that the child can claim less of the accomplishment and sufficiency that parents should want to foster at this time. Thus, parents discover that at the time in their child's life when they might normally expect to receive considerable gratification from sharing in their children's achievements, they are for a number of reasons in a less advantageous position to do so.

Some parents may think they are being repaid evil for good. Even in the best of homes, friction between parents and children will intensify during adolescence. Commonly we find that adolescents are openly critical of their parents' shortcomings, and their remarks, insinuations and attitudes may convey a lack of gratitude, to say the least. But youth's hypercritical attitude and behavior is usually a defensive reaction. The adolescent is aware that his parents have seen him at his worst. Because they know his weaknesses and frequently witness his lapses into dependency and immaturity, they represent a threat. Parents are at the same time his valuable allies and something of a nemesis! Small wonder, then, that ambivalence toward parents is a persistent corollary of the emancipation process.

Changing Relations with Peers. The high school peer group is a vital support or crutch on which the young adolescent leans for support when the going gets rough. It serves somewhat the same function as the home, in that it protects the young person from broadside attack by forces which hold an unfair advantage. The old saying that "in numbers there is strength" certainly applies. By identifying first with his peers he obtains temporary shelter while he works away at discovering what his true identity and function are. I think of the peer group as a large and leafy tree that protects adolescents from the elements of the adult world as they emerge from the shelter of the home.

Because the high school peer group serves this protective purpose, it of course receives high priority from the adolescent. Rejection from the peer group is dreaded by every adolescent fortunate enough to be a member of one in the first place. Those who are not in a group know the emptiness such exclusion brings. At this age, considerable

conformity is understandable and even healthy. Thus appear the fads and fashions: the trademarks of the group. At the same time, this courting of the favor of the group must raise the question of the quality of leadership in the group. This is an impressionable age. Adolescents are rather easily influenced, and they respond enthusiastically to departures from "the old." Many a capable and responsible leader of young people has capitalized on this tendency and literally worked wonders with individuals and even with the group as a whole. On the other hand, certain ends and goals toward which eager adolescents have been steered by less responsible leaders are less desirable.

With increased maturity comes a recognition that liberty is not license and that the freedom of individuals in a society is limited by consideration for the freedom of others and by concern for the common good. Inherent responsibilities and the authority of the adult which youngsters find less and less tolerable must take on new meaning, and become more acceptable.

Adjusting to a Worthy Way of Life. What is a "worthy" way of life? To answer the question requires a choice, a decision that one set of life goals is superior to another, that certain means to these ends are more desirable than others. The problem for the adolescent is to accumulate, organize, and evaluate enough ideas, beliefs, attitudes, and values to enable him to arrange these into a priority system uniquely his own, yet not entirely incompatible with the accepted standards and values of his society.

Studies of how children and youth develop moral and spiritual values, religious beliefs, moral character, and values during the developmental years tend to focus more on descriptions of existing circumstances than on the antecedent-consequent relationship. Certainly there has been no more widely used method in character education than that of informing children and youth of how they ought to behave. Our methods in religious education have been equally didactic. The emphasis placed upon conveying information reflects an implicit assumption that knowledge is likely to issue in action. Parents have long believed that their words will affect appreciably their children's deeds. Although verbalization may be an effective means of conveying ideas to children, most parents have their honest doubts at times about its efficiency. It is commonplace to find a child (or even an adult, for that matter) who knows very well what he ought to do, but seems unwilling or incapable of doing it.

Adolescents are given to reflection about ideas, to a critique of what has already been absorbed, to trying out this knowledge in vital everyday life. In order to make such evaluations the adolescent must be well supplied with facts, for he cannot think without them. To the extent that this information is true, his parents and others who have supplied him have nothing to fear from the "'airing" it will receive at the hands (or better, the minds) of youth. If the verbalized beliefs are provincial and even prejudiced half-truths, they will, of course, be subjected to rather rude treatment by the questioning adolescent. The more he discovers the falsehood in elements of what he has been told to believe, the more he is likely to wonder how much —if any—of the information about moral and spiritual matters, which through the years has been implanted in him by others, deserves serious consideration.

Because most of us suspect that "preaching" has its limitations as a means of developing moral and spiritual values, we may well ask whether research can shed any light on how such development might be better nourished. Increasing numbers of social scientists are doing research in this area at the present time. Direct answers have not emerged in large numbers, but some interesting suggestions or guiding principles have. Unfortunately, the matter is further complicated by some of the evidence which does not point in the expected direction. Let us consider some of this briefly.

In the first place, adolescence is not marked by rejection of religious faith. Parents at times panic because they interpret the disinterest of youth in certain aspects of formal religious practice to mean that their faith is disintegrating. Gilliland[3] studied the attitudes of students toward God and the church and concluded that there seem to be very few atheists among high school and college students. At the same time it must be admitted that religious doubt reaches a high point in the teens, and a strong trend toward religious humanism is seen during the college years.[4]

The re-examination of ideas, which occupies much of the adolescent's time and serves to stretch his maturing intellectual powers, will include his religious beliefs and practices. One study reports three developmental trends which are normally associated with such reflections: (1) increasing uncertainty regarding certain issues, (2) shift from concrete belief to general and abstract concepts, and (3) increasing tolerance of the religious beliefs and practice of others.[5] Because these rumblings are such a universal characteristic of the

mind coming of age, parents who are prepared for them might well interpret them as signs of intellectual and spiritual vigor rather than weakness.

Most of the evidence which is gradually accumulating from studies in this area indicates that example is more effective than any other single method. Living with people whose lives are meaningfully organized around a purpose which grows out of a firm religious faith profoundly influences the manner in which any of us relates his life to the world in which he lives. Recently two writers have stated it this way:

> The very little child will respond to our embodiment of virtue, but as he grows up he will find in us, we trust, a more complicated ethical pattern—that of strictly observing the best we know while we restlessly seek better understanding. This, too, the child will learn not as we verbalize the problem, but as he sees us actually living the double life of stability along with a questing mind. The verbalizations will mean relatively little to him without the concrete symbol of our doing this before his eyes.[6]

It appears that in quest for meaning in life and answers to basic issues, the adolescent is aided most by the patterns of action and relationships which persistently characterize the behavior of those with whom he is most intimately associated. We do not mean to imply, of course, that adolescents reared by parents whose value systems are rather clearly defined, coherent, and relatively consistently demonstrated will accept passively such attitudes and standards of behavior. Quite often the tests to which they put these parental convictions take them rather far afield. There are moments when most parents are tempted to despair of their efforts, since adolescent children occasionally appear to believe in and stand for ideas and philosophies which contrast sharply with those the parents have tried to model and reflect in their own lives.

It is encouraging at this point to recall that this period in personality development is normally characterized by vacillation and relatively extreme reactions. The "heresy" of which youth is so very capable is an integral part of their "limit testing." To some degree it may represent a deliberate attempt to shock parents or to bait them into argument. It is a fortunate adolescent whose parents, as we have already said, are good "shock absorbers" and who understand the need which adolescents, with their rapidly maturing intellectual capacities, have for discussion and debate.

There is also some evidence that although young people may occasionally espouse views which diverge substantially from those of their parents and teachers and often persist in behavior which is markedly discrepant from that which their elders might have hoped they would demonstrate, in the long run they tend to manifest attitudes, beliefs, and commitments which are strikingly similar to those which prevailed at home and in school during the developmental years. The return to the viewpoint of parents usually occurs during the young adult years when the matter of establishing one's own home and family life is receiving top priority. This is far more likely to happen where parents have resisted the temptation to be excessively dogmatic or authoritarian in their rearing of youngsters; such excesses are likely to create a rebelliousness which may smoulder on for years and for all practical purposes preclude the effective adoption of the very life philosophy they intended for their children to have.

Changing Relations to the Opposite Sex. Boy-girl interaction is an important aspect of the trial and error activities which were referred to earlier. In part, early heterosexual behavior, as it is called, emerges as a response to cultural demand. Many young people display an interest in their age mates of the opposite sex because they feel called upon to do so. Such behavior is expected of youngsters who are growing up in our society. In part, of course, this behavior emanates from maturational sources, since newly acquired abilities force us to seek adequate settings and circumstances where they can be exercised.

Close friendships in early adolescence are still among members of the same sex. Only gradually during the college age do loyalties trend away from the same-sex clique to the opposite sex. This movement is accompanied by the growing identification with a new generation. It is in later adolescence that individuals come seriously to see themselves as those who have the responsibility of the future on their shoulders. It is only in these years that youngsters begin to understand the equal responsibility which is theirs in being entrusted with their heritage.

But with all this preparation, with all this self-aggrandizement, there is still a large gap in the system. Somehow, "it is not good for man to be alone." Independence, valued so highly in early adolescence —that goal with which our hope for the future was closely bound up—is now obviously a blind alley. Adolescents sought self-fulfillment in independence from older and wiser persons only to find that self-

fulfillment is to be found only in self-emptying relationships. But with whom?

During the course of later adolescence the selective process goes on. The field is steadily narrowed; the number of truly intimate acquaintances diminishes until it stands at just a few, even just one. In order for this to happen, however, love is required. I do not mean here romantic love, although this certainly plays an important part in the selective process, but rather love in the sense of contribution and self-sacrifice. In the process of finding the mate with whom one may hope, in time, for personality completion, many demands are made upon the repertory of skills and abilities which has developed over the years. For the first time output is as important as, if not more important than, intake. But simultaneously, the gratifications which come from the giving of oneself within the framework of a complementary relationship are beginning to be realized. Once again some signs of things to come are seen in the developmental course.

Adjusting to the Idea of Work. Another major developmental task is that of adjusting to vocation. Not so much to *a* vocation as to *vocation,* or to the idea of work itself. We have witnessed in the past two decades remarkably rapid growth in the vocational counseling services in our high schools and colleges. I have no quarrel with these services, but I believe that we must provide more than appropriate and accurate information. There seems to be a need to counteract a growing attitude among people today that work is something to be avoided as much as possible.

Today many factors combine to reduce personal incentive, effort and dedication to the task, whatever its nature might be. Should this tendency dominate the thinking of increasing numbers of people, we are likely to see some rather unfortunate effects in the personalities of large segments of our working force.

We need to remember that work is not a curse. Man was made to work, and without the sense of well-being which he can derive from successful encounter with a variety of tasks, he can never hope to arrive at anything near the fulness of stature of which he is potentially capable. To the degree to which he disengages himself from work, he deprives himself of one of his chief sources of personal worth and ego integration.

There is, of course, a distinction between work and drudgery. One could scarcely contend that all forms of human activity are ennobling, and this is where vocational planning and guidance can be of con-

siderable help. What may be basically toilsome and dissatisfying to one person may be a suitable form of activity for another. The important thing is the meaningfulness of the job for the individual worker. The consideration of a meaningful vocation is one of the characteristic adolescent decisions that must be considered by those who are attempting to fulfill the reading needs of young adults.

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Young Adult Service on the Public Library Organization Chart

EDWIN CASTAGNA

THE MATERIAL IN THIS ARTICLE is based largely on thirty-two answers to questions posed on thirty-five questionnaires sent to library directors in public libraries in nineteen states. Since each respondent did not answer every question, the answers do not always total thirty-two. The states are in all the major geographical areas of the country and the libraries range from the largest down to one serving a population of 163,000. In the opinion of informed practitioners in public library young adult service, the libraries queried are for the most part recognized as leaders in the field. The information obtained from the questionnaires can be said to represent trends in the organization of public library young adult service in the more progressive libraries.

A canvass of the existing literature on the organization of young adult services in public libraries shows a meager scattering of articles and chapters in books on public library administration. Even this literature reveals little about the degree of importance attached to young adult work by administrators, the place of the service in the institutional hierarchy, organizational relationships, staffing, budget, objectives, services, or ages covered.

Some of the most significant items in the literature are discussed below:

Young Adult Services in the Public Library, issued by the American Library Association in 1960, urges, "In large public libraries or systems, work with young adults should be organized as a specialized service on the same basis as work with children or work with adults, with the head of the service responsible to the director of the library."[1]

Minimum Standards for Public Library Systems, 1966, another

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American Library Association publication, suggests, "At least five percent of . . . annual additions should be materials of specific interest to young adults."[2]

Practical Administration of Public Libraries by Joseph L. Wheeler and Herbert Goldhor, in its brief discussion of this area, indicates that, "Experience in young adult work has pointed up a few principles, but as yet no one pattern applicable to all communities. Service to young adults should be organized in connection with the adult departments and not with the children's department."[3]

Local Public Library Administration edited by Roberta Bowler includes less than three pages on "Service to Young Adults,"[4] some of which is quoted from *Young Adult Services in the Public Library.*

Although there is not much in the literature on form and structure, the writers in the field, mostly young adult librarians, have expressed themselves on the subject of the work with enthusiasm and evangelistic fervor. However, the concern in this paper is with organization. So we turn to the administrators of public libraries to get the organizational facts from their responses to the questionnaire. The return of the questionnaires from almost all who received them is in itself an indication of considerable interest.

The most telling fact about the relative importance administrators attach to work with young adults is the presence or absence of an agency for that service, with a supervisor in charge, within the library. Of the thirty-two completed questionnaires, twenty-seven indicated the existence of an agency with a supervisor. Only three reported negatively. This seems to show an overwhelming concensus on the importance of the work with young adults. As to the title of the head of young adult services, the one most used is coordinator, with a great variety of other titles reported.

Another indication of the importance of young adult work is the placement within the library organization. The questionnaires showed that about half of the young adult heads report to either the director or assistant director; sixteen such situations were reported. In the other cases reporting was to supervisors at lower levels. So there is also evidence of the importance many administrators attach to young adult service.

Inter-organizational relationships are also significant in assessing the place of a service in the library. The libraries questioned were asked about the relationships of the young adult head to children's services and references services. The pattern showed a relationship

with these services that was almost always cooperative, and in about half the cases consultative. Only in three or four cases was there no relationship.

The allocation of funds to a service is an indication of relative importance in the organization. More than half of those responding (seventeen) indicated a separate young adult materials budget, as against thirteen without such a separate budget. These young adult budgets showed a range in allocation from a high of 15 percent of the materials budget down to zero percent. The budget percentages clustered around 3 percent.

In order to determine the kind of young adult services and collections represented, the libraries were asked to respond on whether the young adult services included readers' advisory or consultant services and whether there were separate collections in the central library and in branches with librarians in charge. About half (fifteen) of the respondents indicated a reader's advisory or consultant function. Twenty-one indicated separate collections in the central library with a librarian in charge. Branches were reported by twenty-two as having separate collections, and fourteen reported a librarian in charge of the collections and services at branches.

There was a fairly wide variation of age coverage, running from a low of twelve years to a high of twenty. Most of the libraries responding begin young adult services at ages thirteen or fourteen and end at seventeen to nineteen.

Young adult librarians are often concerned with the relation of their services to the educational programs of the schools. The question was asked whether the age group served by the public library young adult service should be influenced by the organization of the local schools, especially whether there should be a tie-in with the junior high or some other arrangement of the schools by age. There was a fifteen to twelve return against determining the age by the organization of the local schools. Twenty-four would exclude junior college students while six would include them.

Another very significant factor in determining the organizational importance of work with young adults is the relative growth of the services. The librarians questioned were asked, "Please comment briefly on the trends in young adult services, among the libraries in your state over the past ten years. Is there growth, dwindling, stability?"

There was overwhelming agreement that the service is growing. From a California library came the following answer:

"California libraries are growing in recognition of young adult services, but the extent and quality vary so widely that 'stability' hardly applies.

"Young adults themselves are growing away from specialized service, particularly segregated areas. Most high school students gravitate to the total adult collection; it is the younger (ninth grade and below) student using separate areas."

From New York state a response, confirmed by other New York librarians, stated, "Y.A. services are stronger, due to the growth and influence of library systems where consultants are available to member libraries."

From Maryland, where the Enoch Pratt Free Library of Baltimore has stressed work with young adults for many years, there is evidence of strong young adult service in a number of the larger county libraries and in one area library. It was suggested that there would be greater growth "if the service were fostered by the state library division." A state consultant was proposed.

From Florida came the comment, "Major libraries in the state seem to be engaged in or developing young adult services."

From Massachusetts: "No pronounced organizational change in libraries, but there has been a growth in interest in ways Y.A.'s can be effectively served. This interest has resulted in a greater number of special programs directed to Y.A.'s and their parents; experiments in the use of paperbacks to reach Y.A. users; the initiation of professional meetings on regional level for reviewing of adult books for teenagers; a new Young Adult Round Table; inclusion of Y.A. courses in state and private colleges; attention to Y.A. area in professional, regional and state library meetings."

Against this evidence from some states of the growth in importance of work with young people, there is contrary testimony from Oklahoma: "A separate young adult service has not developed in many libraries. No strong trend toward such a pattern is appearing." A medium-sized library in New Jersey said about the status of work with young adults, "It has always been poor." This same library claimed the largest active youth department in the state and went on to say, "Newark is only partially professionally staffed. Other than that there are only a few true youth librarians in the state." Similar

negative comment came from Indiana: "It seems there is less emphasis. Young adults are using adult materials in assignments and probably for personal interest." One Massachusetts library reports:

> We are phasing out young adult services as such in this library. We feel that the young adult is better served by the Adult Department. His needs can be taken care of by good advisory services from the adult staff. In my own opinion, in the course of the last ten years, school assignments for young readers have become more and more technical and specialized and more time consuming for everyone involved. We feel that the sooner the young adult is integrated into the Adult Department the better. We serve his recreational needs through the Adult Department not only through the use of the "white dot" collections, but also through the regular adult collections. We interfile the young adult books with the adult collections and we integrate the young adult readers with the adult readers. We are training the children's staff to refer young adult readers, that is everyone age 11 and up, to the Adult Department, and we are training the adult staff to treat them as adults rather than as young people with special problems.

This roundup of attitudes offers a mixed picture. Some very thoughtful librarians go against the majority view that young adult work is increasing in importance as a separate specialized field. However, it would probably be a mistake to interpret these comments negatively as regards the importance of the service to young adults. The dissent is on the matter of the place of the service in the library organization rather than on its value.

The final query on the questionnaire asked, "Please give your own views in a few sentences on any organizational aspect of young adult service not covered above or upon which you feel strongly." About half of the returns included a response to this question.

From a large library in the Middle West it was stated, "In general I am pretty much of the opinion that Y.A. work in our library is best carried on in the hands of the adult librarians; we need to increase their awareness, however, of Y.A. needs and aspirations." This respondent reports on the good results coming from a list of forty paperback titles bought in depth for one branch library. Seventeen copies of *Catcher in the Rye* were added to the collection of a branch with with an annual circulation of under 100,000. The librarian responsible for this multiplication of a popular title is credited with reversing a downward circulation trend, and it was noted that "teenagers are be-

ginning to show up more frequently." There is further evidence of strong administrative support for work with young adults in the hands of adult librarians. He related, "We are also trying to shape film programs in branches for the young crowd, and we are having to work on our visual aid department to cast off some old prejudices about the film library. We have just had an interesting go-round on the film 'Phoebe,' for example. The visual aid department didn't want to buy it; we are at the point of insisting. Similarly with recordings, we find that our policy has been terrifically restrictive; we need to loosen up and buy for the young crowd."

With this kind of administrative interest and pressure toward widening access to books and information for young people, it is easy to see that one cannot equate the placement of the service to young people in a separate agency with the value attached to that service by the director.

Awareness of the importance of young adult work in cities with severe social problems is indicated by a metropolitan New England librarian as follows: "The Y.A. organization is essential in work in the 'inner City' with poverty programs, literacy programs, work with the drop-outs, etc. As such, the Y.A. staff needs support for expendable materials, clever publicity, and must have free time to work closely with A-V personnel, school officers, and community APAC personnel, etc."

An experienced Texas librarian contributed a sensible thought in writing:

> Y.A. work must be continuously evaluated in terms of usefulness to present day youth. The needs, likes and dislikes of young adults are so constantly shifting that a Y.A. organization (collections and librarians) must be very flexible to meet these demands. In these days of the drop-out, early marriage, socially upsetting exposures, Y.A. librarians must be of the highest caliber if they are to serve all who need them . . . and this group is ever increasing.

Considering the responses to the questionnaire, how then would one summarize the trends in young adult services on the public library organization chart? In the first place, there is a strong concensus as to the need for the service as shown by the existence of an agency with a supervisor in charge to serve young adults. Further supporting evidence is indicated by the high placement of the agency within the library organization by about half of those responding. Reporting was

often to the director or the assistant director. It is clear also that service to young adults is integrated into the organization and that cooperative and consultative relationships exist with other areas of service. While there was no evidence of a great outpouring of funds for services to young adults, most of the libraries reporting said they had separate young adult materials budgets. Separate collections were indicated by about two-thirds of the responses, with the pattern being a librarian in charge of the central collection. The same proportion of separate collections was reported by branches but with fewer librarians in charge of the branch collection and services. Following the normal American tendency toward infinite variations in patterns of service, the target age group covered a wide range. But the general practice was for service to begin with early teens and end with the late teens; the idea of being guided by the age groupings in the schools was disavowed by most of the respondents.

Since I tend to be an administrative relativist, the comment which most appealed to me came from Florida. It read: "Interested personnel is much more important than organization of the work." This is not to say, of course, that the organization is not important. I believe if one went around to visit the libraries included in this study and many others under progressive administrations, one would find, with some notable exceptions, a high value attached to public library service to young adults. And this high value would be reflected by a respectable place well up in the organization chart, provision for adequate collection, space and staff, and a growing attention to the young people who are the most numerous and heaviest users of public libraries.

Do these findings justify satisfaction among young adult librarians? Or are they a challenge to young adult librarians to fight for a specific, fixed place on the organization chart? Should the content of the young adult program and the age group served be rigidly delimited? Should administrators feel guilty if they have not created an organizational structure and relationships along the lines that prevail in the supposedly more advanced libraries?

These questions will be answered differently according to the point of view, the experience, and the values and motivations of those considering them. It seems to me the time has come for a comprehensive study of library services to our multitudes of young citizens. Possibly this issue of *Library Trends* will provide the basis for such a study. The outcome might be agreement on the organizational aspects of

the service. Or more likely, there will continue to be interesting variations. As a larger body of experience develops over the years, we may begin to see the sort of family resemblance among young adult services across the country that has developed in the departmentalization of libraries, the organization of work with children, and technical processing.

At any rate, we should be proud to have as professional colleagues a group of dynamic librarians who are contributing richly to the growth and enlargement of understanding among young people and who will contribute more as their numbers increase and their work expands.

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The Young Adult Librarian

JANE MANTHORNE

TWO RECENT NOVELS, powerful evocations of youth almost trapped in a rough-tough society, show the influence of books and reading. In Warren Miller's *The Cool World,* Duke Custis survives sordid contact with murder, prostitution, drugs, and homosexuality, and—at last—meets books. With awesome respect for their promised magic he says, "Readin. . . . That the beginnin of evry thing. . . . When you can read an write why you can do any thing. Be any thing."[1]

In S. E. Hinton's *The Outsiders,* gang member Johnny dies with his new-found delight in a book adding a moment of wonder to his brief, violent life.[2] Duke Custis and Johnny are characters in fiction who find their way to books without the aid of librarians; but they have real-life counterparts who need librarians, librarians who will seek them out in their book starvation and offer them a wider world. The librarians best equipped and motivated to serve the disadvantaged Dukes and their advantaged contemporaries are young adult librarians.

What is a young adult librarian? Does he have special abilities, special attributes? Obviously he has special background and understanding of adolescence, of the American subculture known as the teenager. In addition he needs vitality and humor, and is buttressed by imagination and creativity. He is shock-proof and open-minded. He is a reader, a writer, a speaker. At times he bears the marks of a visionary and a missionary.

Sample portraits of this specialist, this young adult librarian, are vividly offered by Irmgard Hormann, Young Adult Consultant for the Hawaii State Library. "As I think back over the years to try to recall the characteristics of the young adult librarians I have supervised, it occurs to me that they all had some attributes which if combined and blended would yield a superb specialist in the young adult field. One held reluctant or retarded readers spellbound with her book

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talks, another captured the interest of accelerated classes with talks about mature books of ideas; one wrote catchy annotations, another was a skilled moderator of book discussions; one gained the respect of high school patrons because of her approach to reference questions, another drew young people like bees to honey because of her gay spirit and her enthusiasm."[3] From Miss Hormann's views of young adult librarians we can conclude that they possess no single special attribute, but many. Certainly the first quality they require is a rapport, an empathy, and a comfortableness with young people.

Alice Aiello, former Coordinator of Young Adult Services for the Cuyahoga County (Ohio) Library System, once asked a regional branch librarian if he *really* needed a young adult librarian. His answer was: "We do not need to have a young adult librarian if it means just another staff member who will wait on patrons. If, however, it is a librarian with a special empathy for young adults, who knows the books they like, who enjoys getting to know teenage patrons as individuals, and who shows a genuine enthusiasm for discussing books with them—then, yes, we do need her!"[4]

The young adult librarian should be fully educated in all the attributes of adolescence, first by a formal course or courses in adolescent psychology, followed by an informed awareness of the research done by Kenneth Keniston, Robert Coles, Edgar Friedenberg, Paul Goodman and by any and all psychologists, sociologists, educators, and medical men who direct their attention to young people. In addition, the young adult librarian learns from his own first-hand observations of teenagers in his community.

Margaret Scoggin once characterized the young adult librarian as a hunter and the young adult as his quarry. She explained the *modus operandi* of the librarian-hunter as follows: "As any sane hunter studies the object of his search before he goes into the field, our first task is to know our young adults, their interests, their needs, their reading potential, their general characteristics as a group, and their special characteristics as individuals. They are not hard to know. We can easily identify their general characteristics if we draw upon our own experience (we have all been young adults) or if we heed authors who have portrayed them so clearly."[5]

Young adult librarians, then, know the generalities about adolescence, but they remain most dedicated to serving teenagers as individuals, with individual names and interests and aspirations. As Jane A. Ellstrom phrased it, "You are serving *all* segments of your

community, your total public, and when you see that gang in front of the drugstore, they don't look sinister to you because you know Bill, Pete, Jim, George as individuals and—as library borrowers."[6] And young adult librarians will understand why Bill and Pete and their buddies are members of a gang, but they will want to reinforce the boys' chances to be individuals unfettered by easy, dull, unthinking conformity.

The young adult librarian accepts with fierce conviction the power of books—or more accurately, the ideas and visions in books—to perpetuate individuals. In the words of reporter Nancy Lynch, describing the career of the young adult librarian in a *Mademoiselle* vocational interview, the power of books may not be measurable but books can "quicken dissatisfaction with herdsmanship and provoke the boiling up of individuality."[7]

Beyond a rich understanding of adolescence in general and of individual teenagers, what else is essential for the young adult librarian? Certainly a sustained vitality is required, an inexhaustible reservoir of physical energy and intellectual enthusiasm. There is little solitude or quiescence in bringing books and young people together. Note the suggestions made by Amelia Munson almost twenty years ago as she encouraged youth librarians to project the excitement of books. The following are the ways, she says, "by which a natural scoffer or an indifferent or callous onlooker may be brought to participate in the enjoyment of books: displays, exhibits, readings, book talks, book reviews, film forums, discussion groups, dramatics, quiz shows, broadcasting, storytelling, book games, impersonations, special collections, clubrooms, lounges, bookbinding, illustration, printing, recordings";[8] a young adult librarian of the 1970's will contribute additional activities which demand, above all, vitality.

Vitality is important, but the "ability never to be annoyed or shocked" is paramount in Helen E. Wilmott's work with teenagers in the Freeport (New York) Memorial Library,[9] and many a youth librarian agrees with her. In their liberation or alienation from adults, teenagers sometimes try to find the "shock level" of adults. They like to sample nonconformist attitudes or speak forbidden words. They like, in short, by word or deed to trample down adult-created taboos. The young adult librarian should be able to respond, as Mrs. Wilmott suggests, without annoyance or shock and with stability and humor. He should be reminded that young adults are trying on for size, as one tries on clothes, many personalities, many attitudes and many

values. The young adult nuisance today may be a devoted helpmate tomorrow.

A Roxbury (Massachusetts) librarian laughingly describes how her Negro teenage council members called her a "white bigot" in the midst of a discussion, but were back in full force at her next meeting, planning a program on race prejudice. They were, she readily understood, mouthing the "in" phrase of certain black Americans against certain white Americans.[10] A Roslindale (Massachusetts) librarian was alerted one day to the fact that a group of teenagers were congregated outside the library and that one young man was doing the unthinkable: burning his library card! Shock-free and with humor she realized that in his mimicry of draft-card burners her teenage patron had just elevated the library to the same important level as the United States government! She also realized that this was his way of making a complaint against the library, a complaint which should be investigated.[11]

A Milton (Massachusetts) librarian tells how she disbelieved a rambunctious young man when he claimed that he really, truly, honestly needed a book. Like an arrow he went directly to the shelf and pulled off a book on—of all things—falconry. The librarian felt that he was in the library to "raise Cain," a charming nuisance to serious readers. She will never forget the moment a few weeks later when he reappeared at the library. Resting on the young man's finger, controlled and well-mannered, was a fully trained hawk![12]

Surely no greater rapport can be achieved in the library setting than that between a relaxed, interested young adult specialist and his teenage patrons. The librarian is perceptive enough to know when the young adult wants to be believed and when he is trying out words and ideas for their shock effect. And the librarian knows that next week, or the week after, this same young adult will have changed, will have moved on to new fads, new tricks, new causes.

Before we proceed with this examination of the young adult librarian, we would do well to consider the ideal age or appearance of this specialist. Certainly age and appearance are relevant to the careers of an airline stewardess, a model, or an actor; but in the success of a young adult librarian these two factors are of slight concern. Irmgard Hormann calls them "inconsequential." "Of far greater importance," she says, "are a warm personality, a youthful spirit, and a lively interest in what's happening in the community, the nation and the world."[3] In her guidelines to young adult librarians spelled out in "You—The Librarian Working with Young Adults," Pauline Winnick

likewise discounts age. "What matters more to the young adult than the age of the young adult librarian is his/her competence, vitality, and responsiveness." [13] The librarian then may be bearded or clean-shaven, willowy or buxom; the teenager, ever demanding honesty and respect from adults, will not be easily won or repelled by appearance. He will see before him an adult with (or without) sincere interest in *his* problems, *his* reading, and *his* world.

As long as there are teenagers who have not found their way to the library or to books, the intangible quality, creativity, will be necessary to the young adult librarian. This creativity may propel him far beyond tools and services traditional to the public library. In her global contacts with librarians contributing to the recent publication of the International Federation of Library Associations (IFLA) book, *Library Service to Young Adults*,[14] co-editor Emma Cohn notes the creativity of youth librarians. She points out that "behind each one of the articles in our IFLA collection, there is a librarian who has somehow managed to go beyond the pattern of established organization and administration to make an original, and often extremely creative contribution to his library's service." [15]

Without diminishing his support of the printed word, the young adult librarian must become an experimenter and innovator in the use of all modes of communication. Since his concern for books lies mainly in their contents rather than their age or graphic design, he must be ready to investigate and try out the potential uses of other sources of ideas and inspiration: films and tapes, pictures and sound, realia, field trips, and people. One of the finest booklists directed to teenagers in the past few years is the Nioga Library System's "College Preparatory Reading List." Contributing to the excellence of this list is the admission that pictures such as Picasso's "Guernica" and music such as Shostakovich's *Seventh Symphony* are linked with printed matter in stretching the wisdom of teenagers.[16]

Publishers were years ahead of lagging librarians in seeing the value of inexpensively made, easily portable paperback books. Now we are witnessing a felicitous wedding of education to multi-media materials and of school instructional centers and producers of such items as 8m.m. films and filmstrips. So successful and profitable is this wedding that the applications of multi-media to public libraries have been scarcely explored. The young adult librarian, with the backing of his administrator, is a likely staff member to conduct such exploration. Is the book increasingly outmoded? Should the public library be a media

center? The young adult librarian should ask these questions and track down the answers.

No manufacturer markets a product for long without an analysis of his product users and the impact of his publicity. This need for evaluation should be applied to the young adult librarian's innovative efforts to serve teenagers. Coupled with his experiments in seeking out new means of involving young people with books and other media should be subsequent evaluations of these experiments. Education has methods of measurement and comparison to analyse the results of innovative systems. With a growing sophistication in techniques of individual interview and mass polls, it seems strange that little has been attempted in determining the impact of books, reading, and public libraries on users. Surely a young adult librarian might be instrumental in providing some professional pioneering in this area.

The young adult librarian might be described as a futurist never content to remain complacently with the ideas or values of the present. With a clientele which contemplates telekinesis or teleportation as possible and probable, the librarian can do no less than look into the future, too. Such future-watching may unfold new powers of the psyche, new mastery of machines scarce dreamed of, or—on the doom side—new ways for mankind to destroy itself. When teenagers seek a sounding board for their thoughts on sleep machines or anti-gravity devices or time travel, they should find a listener in a fellow futurist, the young adult librarian. This does not mean that the librarian must be a science fiction buff (although it helps) or a technologist; he must be merely an open-minded witness of historical advances, present experiments and the ineluctability of change and fresh discovery. Any thoughtful contemplator of the past twenty years need only admit that the next twenty will provide equal changes. Alvin Toffler, in a provocative article, has this to say about education: "We train our Peace Corps volunteers by attempting to give them advance knowledge . . . of the country to which they are assigned. In doing so, we minimize culture shock. Why not devise an education designed to minimize future shock?" [17] The course, he suggests, might be called Future 1 and will be as essential as English 1 or History 1. The young adult librarian should be the first enrollee in Future 1!

More than anything else the young adult librarian should read, read, read—everything from pop poetry to psychic experiences, from children's books to sophisticated adult novels. He should read with such hunger and comprehensiveness that he almost forgets his own tastes

—and builds new ones. The librarian's reading, enthusiastically conveyed to young people, may prove contagious and may invite conclusions similar to Duke Custis' "Readin. . . . That the beginnin of evry thing."[1]

With all his enthusiasm for books the librarian must beware of imposing his tastes on young people. As Thomas Alford, Head of the Young Adult Department of the Flint (Michigan) Public Library, says, "Guide, don't tell; suggest, don't insist."[18] In her work with teenagers Hermia Davis, Senior Young Adult Specialist associated with the Federal project of the Los Angeles Public Library, sees the necessity for the librarian to offer reading guidance to teens with intelligent restraint. She warns, "The young adult librarian should be able to respect the rights of privacy [of] teenagers in regard to their choice of reading."[19]

Never force books on teenagers; and certainly, never censor. Give the young adult full access to adult books and respect his emerging adult tastes. Harriett Covey, Coordinator of Young Adult Services for the County of Los Angeles Public Library, points out forcefully that the "old concepts of 'suitability' for young adults no longer are valid. . . . On the whole, the Y.A. reads more widely and more maturely than the average adult. . . . Socially and technologically, the average young adult is far more sophisticated than most of the librarians who serve him."[20]

In addition to being a reading specialist, a young adult librarian fares best when he has an ability too often limited to actors and politicians, namely, stage presence, poise, and the capacity to address groups. True, he must deal articulately in the one-to-one relationship of individual reading guidance, but beyond this he will be expected to address assemblies, clubs, and even television audiences on books, young people, and libraries. He will find himself called upon repeatedly as a spokesman for his institution and, in order to transcend amateur status, he will do well to study voice and public speaking.

To be completely effective in his service to young people the young adult librarian must build and maintain constant communication and cooperation with the total library staff. He cannot operate from lonely isolation, counting himself unique in his understanding of teens and his capacity to serve them. He may go on vacation or transfer to another field of librarianship, but the philosophy and methods of his specialty should have other supporters, other successors. In the words of the American Library Association, "As work with young adults

cuts across many functions and services of the library, it is of paramount importance that there should be complete understanding of the objectives of this service and wholehearted co-operation of the entire staff [and trustees] in fulfilling them. Both the quality and the amount of service to young adults will depend to a great extent on the organization and integration of the work in the library as a whole. Conviction of the importance of work with young adults by the chief librarian is essential."[21]

This spirit of cooperation and communication should reach beyond the perimeters of the library to the total community. The young adult librarian should be the liaison between library and schools, between library and all youth-serving agencies, groups, and institutions. To these groups the young adult librarian interprets the range of library services and demonstrates how programs, exhibits, and special deposits are supportive of agency activities. A sizeable segment of the young adult librarian's time belongs to community functions, whether they are an awards luncheon of the National Conference of Christians and Jews, a products exhibit of Junior Achievement, an agricultural show of the 4-H club, a championship high school basketball game, or a meeting of volunteer tutors. The young adult librarian's working ground cannot be limited to a building, but must encompass meetings and events in which young adults are the focal point.

Probably because of their constant exposure to youth and youth's ceaseless questing, young adult librarians are invariably activists, prime movers, highly motivated spokesmen, and defenders of books and ideas. Young adult librarians are always in motion, zealous missionaries who manage to cloak their inner zeal in the outward shape of professionally planned and executed activities. But the zeal is nonetheless there. Cordelia T. Smith, Director of Work with Young People of the Lucas County (Ohio) Library, has shaped this sense of mission into a credo:

> I believe in the reading of books,
> I believe in the sincerity and worth of young people, and I believe in my commitment to get these two together.[22]

In her guidelines to young adult workers, *An Ample Field,* Amelia Munson caught the essence of the youth librarian's purposiveness. The real satisfactions, she said, "lie in our awareness that we are part of the great concourse of workers who are moved by a profound belief in three important factors: *the power of the book* to inject ideas, to

stir the reader to thought and action, and to demonstrate anew the blessed relief of communication to the ineluctable loneliness of man; *the power of the individual* to dominate his material and so to free himself to develop, in his own best way, the innate capacities of his nature; and *the power of democracy* to seek its highest expression in the free circulation of ideas and the greatest possible liberation of individual endowments."[23]

From an eminent author comes the most moving expression of a young adult librarian's professional mission. In an address to librarians in Washington, D.C., in 1959, Harriette Arnow spelled out the commitment this way: "You cannot say, 'I raised the earning power of Podunk.' Nor can you say, 'I decreased the juvenile delinquency rate; I checked divorce.' But I think you can say: My books helped make reasoning, thinking human beings more aware of their immediate worlds because they have looked into others."[24]

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Training the Young Adult Librarian

LUCILE HATCH

THAT THERE ONCE was little concern in library circles about the young adult as an individual seems borne out by the fact that up to the 1920's references to young people as a distinct group were rarely seen. Even rarer were articles about the preparation of librarians to work specifically with this age group. The sub-heading "Education" under "Young People's Work" does not appear in *Library Literature* until 1952. Since that time only four articles have been listed under that specific sub-heading.

However, a careful reading of the literature itself discloses that service to these sub-adults, masked in the inclusive term of "Work with Children," has long been accorded thoughtful consideration. As early as 1897 the American Library Association included on its annual conference agenda a study of methods of library work with children. In one of the two papers read in full, at this conference in Philadelphia, June 21-25, 1897, Edwin Milton Fairchild of the Educational Church Board, Albany, New York, stated very firmly that "Not only must the children's librarian be well fitted by natural personal qualities for her position, but intellectually she must be thoroughly and specially trained for children's library work." [1] This need for specialized training was officially recognized in 1898 by the New York State Library School by the institution of an elective course in children's work.

By 1923 Charles C. Williamson, in *Training for Library Service,* a report prepared for the Carnegie Corporation of New York, could attest that library schools included in their curriculum courses covering principles of library work with children, book selection for children, principles of story-telling, and history of children's literature.[2] A brief section described the course for school librarians,[3] but there was no mention of young adult work in the public library.

Not until seven years later was specific reference to be made to the young adult librarian. In 1930 Jean C. Roos, librarian of the first real

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room for young people, the Robert Louis Stevenson Room in the Cleveland Public Library, in a paper presented at the Young People's Reading Round Table in Los Angeles on the problem of "Training for Library Service with Young People" commented:

> Specialization in the training of young people's workers becomes necessary as public libraries are recognizing the importance of anticipating the demands and interests of this teen age group instead of using salvaging methods later.[4]

To counteract the stated belief of a segment of librarians that a college degree was unnecessary, Miss Roos declared emphatically:

> Not less preparation but even more is desirable to enable librarians to create and foster in young people permanent reading habits, to encourage recreational reading interests and to develop from school reference work, which is a somewhat compulsory use of books, voluntary book usage. Previous college work should include survey courses in education, courses in sociology and a study of both child psychology and adolescent psychology.[5]

Sarah Bogle further strengthened this position by stating in her report on "Trends and Tendencies in Education for Librarianship" in 1931 that: "The minimum of professional training required more and more of those who are engaged in any form of library service consists of four years of college work plus one year in a library school."[6]

At the request of the Carnegie Corporation, Ralph Munn, Director of the Carnegie Library of Pittsburgh, prepared a report in 1936 on some of the problems in library education. He pointed out that children and young people below college age were the heaviest users of public libraries (70 or more percent of circulation), but did not isolate specialized education for librarians working with these young people as a "problem."[7]

The following spring the Board of Education for Librarianship of the American Library Association arranged for a study of post-professional instruction in librarianship in the United States to be made under the direction of the Graduate Library School, University of Chicago.[8] In the five library schools accredited at that time by the Board of Education for Librarianship—California, Chicago, Columbia, Illinois, and Michigan—twenty-seven different courses were being offered in library work with schools and children.[9] Courses for young adult librarians were not mentioned, nor were any young adult positions listed in the table on positions taken by 1937 graduates. Out of

389 graduates, only ten went into children's work,[10] which may have included work with older young people.

Attention was focused more directly on librarians working with youth at the library conference on education for librarianship at the University of Chicago in 1948. Ralph Munn, pinpointing a problem he had ignored in his Carnegie report, stated in a paper on "Education for Public Librarianship," "Library work with children and young people is the most urgently needed specialty, and curricula can easily be modified to provide for it. The substitution of children's and young people's literature for parts of the adult book courses is the chief requirement." [11]

Ruth Ersted, State Supervisor of School Libraries, Minnesota State Department of Education, speaking at the same conference on "Education for Library Service to Children and Youth," reported that the Division of Libraries for Children and Young People of the American Library Association had established a Committee on Education for Library Work with Children and Young People "to determine objectively what the scope and content of education for these groups of librarians should be." [12] The Committee's analysis of the literature on the education of librarians working with youth, covering the period 1936-46, revealed that a college education and a year of library school, "with emphasis placed on book knowledge and adolescent psychology," [13] were considered necessary.

Published the same year was "a report of a field investigation carried out February to May, 1947, to assist with curricular problems then pending before the Dean and Faculty at the School of Library Service, Columbia University" by Ernest J. Reece. Although *The Task and Training of Librarians* was based on the contributions of 200 persons, no reference was made to young adults as such.[14]

In 1954, Columbia University Press published a compilation of reports prepared for the 1952-53 seminar on education for librarianship at the School of Library Service, Columbia University. Under the editorship of Robert D. Leigh, *Major Problems in the Education of Librarians* addressed itself to problems of educating special librarians, village librarians, and school and children's librarians. The members of the seminar found that curricula for preparing librarians to work with children and young people in schools and in public libraries were confusing in their variety and exhibited no common professional standard or rationale. There were at least five distinguishable types of training:

the special modified course of study in the thirty or more "accredited" (by ALA) graduate-professional library schools providing training for children's work in public libraries but not in schools; a different one-year graduate program in most of these schools to train school librarians; a few undergraduate (four year) library school programs purporting to educate librarians for professional positions generally but with a major emphasis on the training of school librarians; a much larger number of four year programs in teacher-training institutions for training school librarians along with other special teacher positions in the school; a program in these same institutions but with half or less time devoted to library-training subjects to provide librarians for part-time school positions (teacher librarians).[15]

After examining the relative merits of these programs, the problems of certification for school librarians and the fact that although school librarians and children's librarians work through different institutions and have some different purposes and may use variant methods, they concluded that the general knowledge and skills needed were so similar that the two groups required essentially the same type of preparation.

With the added support of conclusions reached by Sara Fenwick in her master's thesis, "Education of Librarians Working with Children in Public Libraries,"[16] and by Ruth Ersted in her thesis on "The Education of School Librarians,"[17] the members of the seminar on education for librarianship recommended the following course of study:

UNDERGRADUATE (Half Year)

Philosophy and functions of the library
Children's literature
Adolescent literature
Selection and use of library materials (including reference materials)
Teaching the use of books and libraries (which might carry education credit as a methods course)
Audio-visual materials (as part of the education department's requirement)
Laboratory work
Cataloging and classification

GRADUATE (Calendar Year)

First Semester

A perspective course
Advanced course in materials (including A-V)
School and public library service to adolescents

Electives
Procedures and programs of curriculum improvement
Rural and urban sociology
Education and community development

Second Semester

Literature for children and adolescents (advanced course, including adult literature)
Theory of library administration (a basic, general course)
Research methods
Electives
Improvement of reading in secondary schools
Public school administration and supervision

Summer Session

Seminar on research problems
Electives
One literature course: Science
Humanities
Social science
Fine arts
Advanced information sources[18]

Following the same rationale, the Committee on Training for Library Work with Children and Young People, chaired by Margaret A. Edwards, presented a progress report in the Workshop on the Core of Education for Librarianship, at the Graduate Library School of the University of Chicago, in August, 1953. Stipulating five years of college education, the Committee broadened the program to include not less than 15 semester hours and not more than 18 semester hours of work at the undergraduate level which should be as well organized and well developed as the professional unit.[19] The concepts to be stressed at the two levels were (1) the library as a social and educational agency; (2) the four large educational objectives formulated by the Educational Policies Commission which serve as undergirding bases for the work of children's and young adults' librarians: self-realization, human relationships, economic efficiency, and civic responsibility; and (3) the need of librarians working with children and young people for knowledge, understandings, skills, attitudes and appreciations (a) of people, (b) of books and other materials, (c) of guidance and use of materials, (d) of basic principles of organization, (e) of the library and the community, (f) of the place of libraries in

the communication process, (g) of librarianship as a profession and (h) the relationship of the individual to the profession.[20]

The failure to separate the young adult librarian from the children's librarian in the above programs is noteworthy. As early as 1937 a questionnaire circulated by a Committee of the Young People's Reading Round Table, ALA, disclosed that there were over twenty-five libraries rendering special service to adolescents, and over sixty public librarians devoting their time exclusively to this age group.[21] By the 1950's the number of librarians specializing in young adult work had reached such proportions that over half of the accredited library schools offered special courses in literature for young people.

Not even ALA seemed to think it necessary to stipulate special preparation. In the pamphlet *Young Adult Services in the Public Library*, published in 1960 by the American Library Association, only a single paragraph was allotted to the discussion of professional preparation:

> The most important single component in library service for young adults is the librarian selected to do this special job, for this person serves as the key to open the door to adult reading for this group. The young adult librarian should have full professional training—five years of formal education beyond secondary schooling including graduation from an accredited library school. Specialized courses in service to this group are an asset. A wide book background, broad interests, and a love of reading are essential. A knowledge of the psychology of the rapidly changing period of adolescent development and a knowledge of literature suited to this age group are also essential.[22]

The only amplification of this statement was given under "In-Service Training":

> Increasingly, library schools are offering special courses on materials and services for young adults in the regular curriculum. Fortunately, also, much needed institutes and workshops on service to young adults are increasing in number. Until adequate courses are established to meet the demand for trained young adult librarians, however, it will be necessary for public libraries to plan in-service training programs for staff assigned to this field.[23]

Topics recommended for inclusion in an in-service program were:

> Adolescent psychology
> Surveys of books written for the adolescent and of adult books of interest to the adolescent

Principles of book selection for young adults
Book promotion and techniques and devices to stimulate reading
Book talks and speaking in public
Organization and procedures for work with young adults in the local library.[24]

An examination of current course offerings, based on a recent survey, discloses that the situation has changed very little in the past seven years. Of the thirty-nine accredited schools replying, thirty-one offer one course in literature for young adults. Six schools offer two or more courses. Three schools have no separate course dealing specifically with the young adult. Titles for the courses vary. Some are for both "children and young people." Others are labeled "books and other library materials" to show the scope of the course content. The number of years such courses have been offered varies from one to forty, with the median falling at sixteen. Those offered for the longest periods originated in most cases as courses in children's literature and evolved into either a compound course or two distinct courses.

The literature courses are popular enough to be scheduled several times a year. Nine schools schedule the course once, fifteen schedule the course twice, ten schedule the course three times, and three offer the course every quarter including the summer session.

The majority (twenty-two) grant three semester hours of credit. Four allow three quarter hours of credit. Five allow less credit and four allow more, the maximum being four semester hours.

The number of students enrolling for the course in any one school varies from twelve to 175. Nine regularly attract 30 or less; twelve, 31 to 60; seven, 61 to 90; four, 100 to 130; and two, over 160 each calendar year. In thirty-one schools the course is entirely elective. Six require it of students specializing in young adult or school work.

The major emphasis in the course, as indicated by respondents, is on book selection principles (twenty-four schools) and discussion of books suitable for young adults (thirty schools). Probably due more to the problem of semantics than great differences in approach, five schools said reading guidance, one said "wide examination of the literature," one said "acquaintance with the literature" and two said "reading of the literature." Although most schools checked two or more of the categories, only one listed "understanding of the adolescent" as a major emphasis.

An examination of other emphases revealed that all except two of the courses include some discussion of the psychology, needs and in-

terests of young adults. In addition, twenty-five schools stated that separate courses in adolescent psychology were available to their students, most in schools of education. Twenty-six schools give some consideration to public relations; twenty-nine stress reader guidance; thirty-two offer experience in giving book talks; seventeen include some visits to libraries; and twenty-two provide direction in programming. Several indicated uncertainty about this last term, so the figure for "programming" (guidance in planning and developing programs for young adults) is undoubtedly smaller than it should be.

The course in literature for young adults is, therefore, basically the same in all of the schools. All include reading of books, class discussion of books and often other materials, and critical evaluation of the books read. Almost all spend some time on the adolescent himself, reading guidance, and public relations. A few include programming and how to organize and run a young adult department. One or two focus attention on controversial books and the problems of censorship.

Outside of the literature course, which generally covers the topics indicated as important for the young adult librarian in *Young Adult Services in the Public Library*,[22] the schools are offering little specifically for the young adult librarian who is expected to perform a wide variety of tasks. Only thirteen of the responding schools offer a course designed to prepare librarians to administer young adult departments. Most of these are hybrid courses including the children's department as well. The twenty-three schools which have no courses to meet this need said that students took an administrative course in either the public library or the school library.

Despite this dearth of specialized courses, twenty-eight out of thirty-four responding on this question felt their program was adequate for the educating of the young adult librarian. Typical reasons given for this optimistic conclusion were that time is inadequate to offer more course work, other courses such as the public library course adequately meet the need, an "internship" compensates for any lack of course work, and specialization should come in the sixth year. The eight schools which felt their programs were inadequate suggested adding a course directed at young people alone; a course on programming or services, including book talks, TV, and films; and a course in supervision of the young adult program.

To determine how well current programs were preparing the young adult librarian for her work, a questionnaire was sent to thirty young adult librarians representing major library systems in the United

States. Although only four stated that the school attended offered a special program for young adult librarians, all had taken one or more courses on literature for the young adult (sometimes literature for children and young adults), book selection, reference, reading guidance and administration. Of the courses taken, cited as the most helpful were those dealing with the selection and evaluation of materials. Other courses listed by two or more librarians included general book selection (6), basic reference (5), literature for young adults (6), curriculum materials for schools (2), and the adult literature courses (2). Courses in young adult psychology were mentioned by two and techniques of reader guidance (book talks, etc.) by five.

The courses they had felt the greatest need for were literature for the young adult with heavy emphasis upon book selection and criticism (9); adolescent psychology with particular attention to the adolescent's needs in our society (8); programming, including book talks, annotating books, preparing booklists, leading discussions and book reviewing (7); audio-visual materials and their effective use (5); and administration of young adult programs (2).

If allowed to set up their own program of courses they would require the following in addition to the usual core courses: literature for the young adult (27), adolescent psychology with attention to current problems (17), programming (16), an administration course on young adult services (8), or school and public library work (3), and the evaluation and use of audio-visual materials, including films, records, radio and TV (6). Others mentioned were courses in criticism, comparative literature, adult literature (American, English and continental), publicity, information retrieval, and children's literature.

If not required, the following were suggested electives: courses in all types of adult literature (11), courses in social problems and work with young people in the community (7), courses in communications media (6), courses in school librarianship or cooperation with school programs (3), courses in adolescent psychology (2), and courses dealing with the "art of advertising" (3). Single votes were cast for courses in information retrieval, reader guidance, history of young adult work, and library work with young adults. In general the respondents seemed to agree with Caroline Bull, Coordinator, Young Adult Services, Prince George's County Memorial Library, Hyattsville, Maryland, who commented on the questionnaire that literature courses, general sociology, at least one basic philosophy course and anything else the college cur-

riculum could offer on community organizations or work with groups should be stressed as electives. All this points to her personal philosophy that if you work with young people there is not anything you do not need to know.

Opinions on the need for practical work as part of the young adult librarian's preparation were four to one in favor. The most common reason for recommending its inclusion was the importance of bringing theory into focus through actual experience. The main objection stemmed from the belief that such experience should and would be provided by library in-service programs.

Of the libraries surveyed, all provide some sort of in-service training to orient the new librarian, to inspire the experienced librarian, to help all librarians fill gaps in their preparation, and to assist them in keeping abreast of new developments in the field. To achieve these objectives, all schedule sessions throughout the year. The number varies with about half meeting monthly. Programs tend to center around the requirement of extensive reading, often completion of a basic list; book evaluation and reviewing; general discussions of new books; the preparation of book-lists; promotion techniques, especially book talks; and cooperation with schools.

As these librarians look to the future, they envision a formal education supplemented by in-service training that would equip young adult librarians to be flexible, creative, innovative, and psychologically ready to adjust to computerized instant reference services without sacrificing the advisory service many readers still need and desire. Most foresee a phasing out of the young adult department in favor of trained adult librarians who would serve as readers' advisers for the resources of the whole library. Lesser collections no longer meet the range of interests of either the underprivileged, who in the past have rarely frequented the library, or those of the more affluent sectors of our society, whose demands have long strained the resources of young adult rooms.

To meet the requirements of this new generation of young adult librarians, greatly expanded and much more sophisticated programs must be inaugurated in the accredited schools. Literature courses must be broadened and courses in programming and administration added where they are lacking. Undergirding the whole program must be courses in social problems, community relationships, and the mores and cultural patterns of the young adult.

In line with the trend in library education, a minor of 15 to 18 se-

mester hours should be taken at the undergraduate level as a prerequisite to the fifth year graduate masters program in an accredited library school. The prerequisite program should include (1) a general introductory course that clearly establishes the role of libraries in the development of our American culture and its educational, social, and recreational responsibilities in a modern evolving society, (2) a course in the principles of selection of books and other graphic materials that contribute to mankind's desire for knowledge, (3) a course in basic reference sources and the art of bibliography, including principles of selection and evaluation in relation to expected clientele, (4) a course in cataloging with emphasis upon classification of knowledge and appropriate subject headings as a key to the understanding of the organization of knowledge for quick and easy retrieval, and (5) an introductory course in literature for the young adult. Emphasis in the course should center on critical reading of all types of books, fiction (the junior novel, the popular adult book, modern books dealing perceptively with significant themes, controversial books with genuine appeal to teenagers, and the enduring classics) and non-fiction (science as well as biography, history, and the other social sciences). Book selection principles should be thoroughly evaluated in connection with individual titles and censorship as a current problem carefully analyzed. Book talks, written annotations and reviews, preparation and presentation of bibliographies on subjects of current interest, general discussion, and individual conferences with the professor should be integral parts of the course to provide experience in these necessary skills. Embedding the whole course should be a thorough understanding of the teen-ager, his needs, problems and aspirations. All assignments should assure that the student be ever conscious of his future patrons and his role in serving them. In addition to the above courses, the potential young adult librarian should elect courses in adolescent psychology (if possible, this should be a prerequisite to the young adult literature course), current social problems, children's literature, and audio-visual materials.

At the fifth year level, the young adult librarian should be required to take the basic courses in (1) the history of libraries to gain perspective, (2) research methods to acquire research skills and the ability to interpret research studies, (3) adult literature, American, English and European, for background, and (4) advanced reference and/or information retrieval to gain additional skill in locating the unexpected.

For his specialization, at least four courses should be available: an

advanced course in young adult literature, a course in services to young adults, an advanced course in audio-visual materials with emphasis upon TV, radio, records and films, and practical experience in a young adult department or with young adult services.

The advanced course in young adult literature should focus directly on the teen-age culture, its fads, folkways, heroes, values, and worries. Catalytic adult novels whose themes deal realistically with these concerns should make up the bulk of the required readings. Particular attention should also be paid to works of non-fiction dealing with current social problems, careers, and other topics of vital importance to today's emotionally and intellectually involved young adults. To insure development of discernment and discrimination, significant articles and books on the art of reviewing by acknowledged critics such as Lionel Trilling should be mandatory. Comparative studies and projects designed to meet the needs of individuals or recognized groups in the teen culture should be assigned. If possible, the content of the course and the major assignments should be correlated with the practical library experience so that they can be tested and appraised on their actual success. Because of their appeal and acceptance, paperbacks should be stressed.

The course in services to young adults should cover in considerable depth the role of the public library in meeting the needs of young people; the responsibility of the school library to the same young adults; areas of cooperation between the two agencies; reader guidance techniques, e.g., book talks, radio and TV programs, newspaper columns, booklists, bulletin boards, film showings, author "parties," etc.; and the planning and administration of a year-long program both within the library and outside it. One assignment might well be the preparation of visual material, the outlining of a project, or a talk that could be used during the practical library experience.

The advanced course in audio-visual materials should be a practical one centering around the planning of specific programs. The selection of appropriate visuals, their preparation and effective ways to use them would be an integral part of each project. Where possible, the student should participate in television and radio programs, prepare taped book talks, and design a series of publicity releases in the form of booklists, displays, articles, etc. Since bulletin boards are often a problem for a busy librarian, ideas, techniques and sources for effective displays should be a basic unit.

The practical experience unit should offer each student an oppor-

tunity to participate in all of the types of programs the host library offers. Everything from TV programs to actual floor work should be included. If the library has a cooperative program with the schools or provides special services outside the library to the culturally disadvantaged or other groups, the student should participate in the planning and the various presentations. Young students with a strong social conscience and a will to alleviate America's social cancers, if given the opportunity, will more often than not be effective workers with young people who are frequently an enigma to the regular staff.

Electives to fill out the required hours should include such library school courses as the library in the school, literature of the humanities, sciences and/or social sciences, and the administration of the public library as well as courses outside the school which would add to the librarian's knowledge of people and communities or to his skills, e.g., sociology, psychology, education and public speaking. If demand permits, seminars in programming, reader guidance, and special problems should be possible electives.

No matter how well prepared the young adult librarian is at graduation, he will immediately learn that there are still things he does not know about his new library. In-service programs provide the answer. Detroit's training program for young adult librarians takes the form of seven or eight workshops and is designed to supplement the preparation received in library school. Topics covered include the adolescent, history of work with young adults, services of young adult departments, school visits, book talks, and book reviewing. Concurrently, each young adult librarian is reading and writing brief reports on a list of required books and articles. At the end of the year each one is expected to try to moderate the library's "Young America Looks at Books" radio program.[25]

At Enoch Pratt Free Library, Baltimore, new staff members are asked to read about 150 books on the Pratt initial list plus 150 titles in young adult collections not listed. After the 300 books are read and discussed with an experienced staff member, the new librarian is assigned books to review for the department. Each also participates in the writing of annotations for new lists and in the over-all program of book talks and book fairs in the ninth, tenth and eleventh grades in the Baltimore Public Schools. To assist them, eight meetings are held each year. These are general "Y" staff meetings in which speakers are featured, sample talks are given, and books are discussed (anything from a title that has been neglected to controversial titles, or

titles with divergent reviews). A handbook entitled "Work with Young Adults" is provided as a working manual. A reference unit and supervisory visits by the coordinator are other devices used to strengthen the program.[26]

Prince George's County Memorial Library, during 1967-68, is covering the following topics in a series of monthly meetings:

Reference Techniques and Sources in Bibliography
Sources in Literature
Sources in the Social Sciences—Part I
- Sociology
- Anthropology
- Political Science
- Education

Sources in the Social Sciences—Part II
- History
- Geography
- Statistics
- Law
- Economics
- Business

Psychology of the Adolescent and Reading Interests
Use of Selection Aids and Reviewing Media
Book Selection Policy; Criteria for Evaluation; Censorship
Preparation and Uses of Booklists; Annotation Writing
Program Planning and Discussion Group Leadership[27]

A series of annotated bibliographies have been prepared as "texts" for several of these sessions.

Vital as such programs are, from time to time young adult librarians need to get away from their own set of problems to regain by study and conversations with other librarians fresh enthusiasm and new perspectives. Course work at accredited library schools provides such opportunities. Even better, perhaps, are short workshops or the longer Federally-sponsored institutes which are available every summer or during the academic year at universities throughout the country. Most of these deal with school programs, but a few designed for the young adult librarian have also been offered; e.g., the University of Denver held a two-week workshop on literature for young adults in 1963 under the direction of Margaret Edwards, who was then Coordinator, Work with Young Adults, Enoch Pratt Free Library. Such workshops

and institutes offer the participants splendid opportunities for new insights as they devote themselves wholeheartedly to one topic, share ideas with fellow librarians, and gain inspiration from the outstanding speakers who serve as consultants.

The day has long since passed when an individual can "finish" his education by obtaining a degree, even a master's degree. Continuing education from birth to death is the watchword. The young adult librarian is not exempt from this pattern. To four years of undergraduate work, he must add a year or more of graduate study before he can be called a "professional." To maintain his professional standing, he must continue to grow through extensive continuous reading, attendance at professional meetings, and concentrated study at special workshops or institutes.

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Selecting Books for the Young Adult Collection in the Public Library

KATHERINE P. JEFFERY

FOR MANY YEARS AFTER THE establishment and recognition of the children's department as a specialized service, the adolescent was a part of this pattern. At a certain arbitrary age, often the magic one of sixteen, or on completion of high school, he became an adult patron and was summarily released to the adult department with little or no knowledge of its collection or how to use it. Accustomed to the personal, warm relationship with the children's librarian, many of these adolescents became discouraged and ceased using the library. A recognition of their special needs had always been a part of the training of a children's librarian and many, of course, had directed their young patrons to more mature reading. Equally, of course, there were adult librarians aware of the difficulties these young people had in transferring to the adult department and were helpful and sympathetic in their reading guidance.

From the first tentative recognition early in the twentieth century of the adolescent as a special person within the framework of library service, the selection of his books has presented problems and called forth varied solutions. Should he be treated as an adult, as a "large child," or as a different kind of patron?

The earliest systemized attempts at specialized service to adolescents were directed to the out-of-school youth, in particular, to those fourteen- to sixteen-year-olds who left school for economic reasons and went to work in factories, stores and offices. The Cleveland Public Library pioneered in this field, its Stevenson Room opening in 1925. The book selection for these young people of forty to forty-five years ago emphasized further education, vocational training, the classics as a part of an educated person's reading, how-to-do-it books, and popular fiction. Through the depression and the years immediately

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before World War II, the pattern remained much the same, though perhaps marked with an increasing awareness of the world beyond the U.S.A. and, as an examination of booklists of the period will show, an attempt to supply books that would widen horizons and increase this awareness.

The years of World War II marked a change in the status of the thirteen- to nineteen-year-old person, both within the family and within the community. Because his labor was needed as older men and women went off to war and his increasing financial status made him one of a commercially exploitable group, he had, as never before, money to spend on himself—money not needed, as during the depression years, for general family support. Intellectually, his increasing participation in affairs outside the home made him ripe for the development of the whole teen-age sub-culture. Indications of this change appeared in the number of separate departments for teens, young adults, young people, and young moderns which developed in public libraries in the mid-forties and early fifties; examples include the New York Public Library's Nathan Straus Branch, Newark's Teen Corner, the Ella K. McClatchy Library of Sacramento, and rooms in the libraries of St. Paul, Minnesota, Baltimore and other cities large and small.

This is the period that marked the rise of the teen-age or junior novel, with its emphasis on middle-class life, on the high school student, on popularity, on boy-girl relationships, on high school sports, and of the career story which was more story than career. Betty Cavanna's and John Tunis's books were characteristic of the type widely purchased in multiple copies and avidly read. True, many of these stories were well-written and appealing, with good characterization and plot development, but they seldom dealt with problems beyond those of the average middle-class, middle-income, middle-sized-town boy or girl.

Exceptions published during this period were such books as Maureen Daly's *Seventeenth Summer*[1] in 1942 and J. D. Salinger's *Catcher in the Rye*[2] in 1951. The latter title, first adopted by the then current crop of college students, then by their younger brothers and sisters, is perhaps the archetypical problem book in the setting of standards of book selection for the young adult. Creating controversy by its use of vulgar language and its depiction of a young person in need of psychiatric help, it had violent partisans among young adult librarians and teachers, as well as equally violent and vocal opponents.

Meanwhile young people read the book and accepted or rejected it as it answered their needs. It finally arrived on the road to neglect by being accepted for class study. In retrospect and in light of the present day permissiveness the book seems a small coal to have generated so much heat.

The major emphasis in book selection in the early fifties was still on the recreational: fiction, lighter travel books, animal stories, sports stories, popular biographies, and hobby books. Historical novels and war books had their place, but the general young adult collection of the period, while it had more breadth, had little more depth than in the beginning years. School needs and reference materials might be available in young adult departments but were as often the province of the library's reference department or adult department. Often the physical set-up of the particular library determined the extent of the collection in this direction.

The shift in emphasis in the school curriculum which is generally dated from the shock engendered by the launching of Sputnik on October 4, 1957, the arrival at high school age of the first crop of World War II babies, and the enormously increased number of young people staying on in high school and going on to college or some form of further education marked the changing pattern of book selection in the late fifties.

With the accelerated pace of the sixties, the basic problem of what books should be included in or excluded from a collection for young people became the subject for discussion, debate, argument and personal conviction at innumerable library meetings large and small. The two meetings of the Young Adult Services Division of the American Library Association at which Robert Carlsen was the keynote speaker and which culminated in 1967 with the publication of Carlsen's book, *Books and the Teen-Age Reader,*[3] focused attention within and without the profession on this function of young adult service.

This article will attempt to present some guidelines to current practices in book selection for young adults indicating for whom and by whom selection is made, as well as what is selected. Before discussion of actual book selection practices, it seems useful to identify the users of such collections. Generally speaking the fourteen- to seventeen-year-old group is the chief user, although individual libraries will find variations at both ends of the scale. Certain factors influence this group and point up an increasing change in patterns of library usage. Factors influencing the problems of book selection for adoles-

cents are the obviously greater number of young people; the increasing urbanization of our population; the sophistication brought about by instant exposure via TV and radio to local and world situations, good and bad; the social unrest of the times in which movements are today blown up by publicity to enormous proportions and tomorrow displaced by new movements; the mobility of our population; the wide contrast between the affluent young person and the underprivileged; and the phenomenal growth of the paperback industry helped, no doubt, by the purchasing power of the affluent young people.

The economic and social problems of the day have a more direct effect on the current crop of young people because of our changing patterns of communication. This generation is geared to the audio-visual presentation more often than to the book, yet no young adult librarian, no matter how much he or she uses and approves films, records, and all the other audio-visual tools, can forget that the book is his primary responsibility. A brief questionnaire sent out to young adult departments across the United States as an indication of book selection practices included a request for information on the following points:

> Who is responsible for young adult book selection?
> Do you have a written book selection policy?

Twenty questionnaires were sent out to libraries having young adult departments. The selection was a random one with the intention of including a variety of size and service patterns from Baltimore's Enoch Pratt Free Library to Milton, Massachusetts' Public Library. In addition copies of book selection policies available in the office of the coordinator of young adult services in the Boston Public Library were consulted, and some discussion was held with individual local librarians.

The possibilities suggested under "Who is responsible for young adult book selection?" were:

> Young Adult Supervisor
> Adult Supervisor
> Committee of Young Adult Librarians
> Committee of Adult Librarians
> Combined Committee
> Other

Of the twenty, none indicated that the adult supervisor or a committe of adult librarians was responsible for selecting the young adult book collection. In libraries located in towns and small cities in which the young adult department had only one professional librarian (for example, Manchester, New Hampshire), that person was entirely responsible for the young adult book selection. In most larger systems book selection is the responsibility of a committee of young adult librarians with the coordinator or supervisor having the final authority within the book selection policy of the individual library.

The position of young adult coordinator or supervisor within the administrative pattern differs from institution to institution, some being more structured than others. The young adult coordinator may be directly responsible to the head librarian or under a supervisor of home services, circulation librarian, or similar supervisor. In the final analysis young adult book selection is the responsibility of those staff members working directly with the young people themselves, within the framework of the general policy of the individual library. Suggestions and recommendations may come (and should be encouraged) from other departments. For example, the children's department would be consulted on those titles that have a broader age range or that are customarily originally reviewed and purchased by juvenile departments but have uses with younger or less mature young adults. In institutions with departmental or divisional libraries, librarians of these are consulted for recommendation in their specific fields, i.e., music, art, science, etc.

Of the twenty libraries (all responded), four had no written book selection policy; one librarian commented that the staff felt a greater freedom in selection since they were not confined by particulars. The general policy is to operate within the over-all adult book selection policy with a specific definition of young adult books, both quantitatively and qualitatively.

A synthesis of the answers shows these book selection definitions to cover the following points: (1) proportion of adult to teen-age and juvenile titles, (2) description of an adolescent, (3) reading preferences of adolescents, (4) style preferences of adolescents, (5) reading purposes or values of adolescents, (6) reading abilities of adolescents, (7) the physical properties of the book, (8) place and need for ephemeral material, and (9) identification of sensitive areas. Individual libraries have some minor additions but these are the major

points covered in all written policies, though not necessarily in this order or in these terms.

Enlarging on the first point above, the American Library Association's Young Adult Services Division[4] recommends as a norm that young adult collections should be 80 percent adult titles and 20 percent juvenile and/or teen-age titles.

Respondents describe a young adult as: idealistic, curious, searching for identity, enthusiastic, sensitive, ambivalent towards adults, youth- and self-centered, rebellious, and fad-following. Adolescent reading preferences are identified (not necessarily in this order) as: action, humor, love, science fiction, mystery, vocations and hobbies, and preparation for adult life. These preferences influence young adults' preferences of writing styles which are direct and active rather than contemplative and reminiscent; they also illuminate the needs and purposes for which they read. These can be identified as information (school needs, job needs, how-to-do-it), entertainment, and preparation for adult life (how does one grow up?).

The needs of the average adolescent should not obscure a librarian's awareness of the needs and preferences of the exceptional individual; the collection geared to this type of young adult must include some books not necessarily widely read—poetry, philosophy, religion, and fine writing. Books should be selected not only to fill the adolescent's current needs for recreational reading, for his own inner drives and interests, but also to encourage him to become an adult user of libraries, firmly convinced of the value of lifetime reading.

Some cognizance must be taken of the adolescent as a student simply because of his numbers. Book selection policies recognize this by delegating the major part of the selection of such materials to the reference or adult departments. This is feasible in the large systems, but in the middle-sized and smaller systems the young adult department must take over at least some of the reference functions. In so doing, the policy conforms to the adult standards of selection for reference materials. Federal money for school libraries is already influencing book buying by public libraries. No clear policies have as yet appeared, but the direction seems to reinforce the young adult policy of a recreational, personal, immediate collection, leaving to the schools those books essentially the tools of formal learning and information.

The physical properties to be considered by those purchasing books

for young adults are those always considered in good library practice: binding, print, illustrations, and price as against content. Since the young adult collection must be current, lively and by its nature transitional, spiral bindings, paperbacks and similar material, less substantial from the physical standpoint, have a place. These books must be judged on their immediacy and the relevance of their contents rather than on the durability of their bindings.

Paperbacks are widely used in young adult collections and are judged on the content, as is a hard cover book. They are also used to supply multiple copies of a title in demand and for additional material in special fields, mystery and science fiction for example, with the question of durability being subordinate to usefulness.

The advantage of a written book selection policy can be seen most readily in the selection of books in sensitive areas—broadly speaking, religion, politics and sex. The New York Public Library says, "The library judges a book on its positive values and merits. When the library finds few or no redeeming qualities, it excludes books which contain: racial, national, or religious stereotypes; alleged pornographic material; political or religious views expressed in a violent or inflammatory manner; sectarian instructional material; and material of dubious authority in the fields of medicine, law, health, etc." [5]

The Enoch Pratt Free Library expresses the principles of book selection in sensitive areas this way: "While our aims are clearly stated, the rules for selection cannot be written out ahead of time except in general terms, for each book must be considered separately. In other words, books have both faults and virtues, and if the virtues far overbalance a fault, a book may be included. With this in mind the so-called 'touchy' areas in book selection for teen-agers are handled as follows:"

> (a) The use of profanity or of frankness in dealing with sex may be controversial, but when a book opens a clearer vision of life, develops an understanding of other people, or breaks down intolerance, these virtues must be weighed against the possible harm to be done by some shocking word or passage in the book, particularly where taste rather than morals is offended.
>
> (b) Books of sex information for teen-agers belong on the open shelves of young adult collections. It is important that young adults gain sound information on this subject. If [such] books are treated as are interesting books on other subjects, much can be done to give teen-agers a healthful attitude toward sex.

(c) Religious books of an obviously denominational nature whose primary purpose is to present one sect as superior to another are not purchased for young adult collections, nor are books that belittle any faith. Only well-written books that make no attempt to sway the emotions of the adolescent toward or against any one faith should be included in the collections for young adults.[6]

In the Boston Public Library's working sheets for its revision of book selection policies, its statement on politics is as follows: "Realizing that politics is an integral part of American life and that it is an appropriate responsibility of the library to awaken and deepen the interest of young people in the areas of government and politics the Library considers material on the history, processes, personalities, institutions, and ideologies of this country, other countries, and world-wide organizations. Selectors should be especially alert to prejudiced partisanship, often characterized by inaccuracies in books on national or international politics, as well as opinions presented as facts."[7] Individual libraries may use different and less detailed terms but the three statements above contain the basic principles and guidelines for book selection in difficult areas.

The so-called "teen-age" story, the junior novel, the career book, and simple non-fiction aimed at younger teens or the less able readers of this age group have their place in the young adult collection. The Onondaga Library System's book selection policy has this to say on teen-age romances: "Keeping in mind that the collection serves all types of readers, a certain amount of easier books will be needed to lure the reluctant readers and younger teen-agers. There is a definite place for teen romances which help ease them into adult reading. In these books the problems presented are more important than literary merit—that they may be true to life and the method of their solution is a possibility, not a miracle. Credible characters and wholesome, realistic values are among the qualities to look for when purchasing."[8]

In career books the accuracy of the information is most important. The young person depicted should not achieve an unrealistic amount of success with too little effort. The present trend seems to be to the more factual book with specific information rather than to the sugar-coated "career story"; this trend is in line with a more mature approach to living and the general pressures on young people for early decisions in choosing a field for study. Non-fiction written especially for young people is evaluated as is adult non-fiction, for its accuracy, style, illustrations and general appeal.

No book selection is done in a vacuum. Various aids to selection are available and are used by young adult librarians. The following listing constitutes a part of a professional library of book selection tools.[9] *The Booklist and Subscription Books Bulletin, The Horn Book Magazine, Library Journal* (including the *School Library Journal*), *The Kirkus Service, Books for You, A Basic Book Collection for High Schools, Publishers' Weekly, Book Buyer's Guide, Books for the Teen Age* by the New York Public Library, and *Book Reviews*[9] by the Young Adult Cooperative Book Review Group of Massachusetts. Publishers' catalogs and jobbers' lists can be used to keep librarians informed of forthcoming books and older titles still available. Librarians working with young adults find their most useful tool the actual reviewing and discussion of titles.

The development of a sound book selection policy within the framework of an individual library's goals should be the aim of all librarians working with young adults. Communities differ, functions vary, but those books in the young adult collection should amuse, stimulate, satisfy and widen the experience of young adults in a complicated, difficult, and fascinating world; they should satisfy young adults' immediate needs, should take into consideration their increasing sophistication and maturity, but should also help them to grow to the best of their abilities into the adult world.

That concern for library service to young adults is not confined to the U.S.A. was indicated by Emma Cohn[10] in her talk to the young adult librarians of the Boston Public Library staff in 1967. Her talk was based on the publication she co-edited with Brita Olsson entitled *Library Service to Young Adults.*[11] Booklists received by the authors indicate how universal are the problems and the solutions. "In subject categories repeated again and again they movingly reveal how many interests the young people of the world have in common: electronics, modern poetry, photography, Africa, films, sports and mathematics. And the young people are the ones who keep alive the names of such universally favorite authors as Albert Camus, J. D. Salinger, Conan Doyle, Ernest Hemingway, Alexandre Dumas, Jules Verne, and J. R. R. Tolkein."[12]

The trend in book selection for young adults is to place the responsibility for that selection on those staff members working most closely with the young people—the young adult librarians—and for them to perform their function with the over-all book selection policies

of the particular library, considering the specific interests, growth, and reading abilities of a particular clientele, the young adult.

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The Young Adult Collection and Its Location

FLORENCE M. SANBORN

IN PREPARATION FOR THIS ARTICLE, seventy representative libraries in the United States replied to a questionnaire sent by the author. The answers to the fifteen questions asked and the general comments were varied, but some patterns of service relative to today's young adult book collections and their locations did emerge. It would be almost impossible, however, to define or standardize a "collection" and its location, for each must adapt to the changes in society and the provisions of budget and space. H. C. Campbell, in *Metropolitan Public Library Planning Throughout the World,* states that "For decades librarians have pondered the transformation in reading interests and library use that takes place as the young child reaches adolescence, and many studies have been made of the varied patterns of teenage and young adult use of the public library. Most of these have pointed out that too often the library is pursuing objectives different from the interests of the citizens in the community." [1]

One difference is in the interpretation of the terms teen-age and young adult. Librarians as a whole in the United States use the terms interchangeably but citizens, educators, commentators, writers (even some librarians including Campbell) often refer to the teenaged as those from 13 to 19 and young adults as those in their twenties. Is it any wonder then that the library public is not always sure just for whom the young adult book collection is intended—a thirteen-year-old or a young married couple? Isn't there an implied ambiguity and solicitousness in the term "young adult" and hasn't this been a deterrent to the use of the collection? Obviously librarians need to inform their public who young adult are, and why specific books are selected for them.

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Too often these collections are thought to be limited and ends in themselves. Librarians must show that these collections are a *means* to an end in reading desirability: that they are the most readable books of quality in the library's adult collection and that they possess intrinsic ingredients which hopefully will appeal to youth. The titles included are ever-changing and diversified, rarely permanent and invariable.

As interests of young people change, so do their reasons for using the public library. The clamor for an education in this increasingly specialized world has brought about a revolution in reading preferences. Generally speaking, young people are now coming to the public library *first* for information needed in a school assignment (today the most popular is narcotic drugs), *second* for leisure reading material and *third* (which some day may be *first*) for related activities. Today young people are more concerned with finding out about this mixed-up world and reasons for living in it than with enjoying a humorous or high adventure story. However, it is not really easy to ascertain exactly whether young people are reading for school or personal interest. To what is the recent popularity of Hermann Hesse's *Siddhartha* attributable? Interest in the meaning of life and love, or fulfillment of a school assignment?

The questionnaire brought out quite clearly that young adult book collections now contain both recreational and school-related materials. This supported the opinion of Learned T. Bulman, who stated after he studied the results of his questionnaire to librarians several years ago in *Library Trends*, "many [librarians] said that they need or are buying more adult fiction and nonfiction to supplement their young adult holdings. The writer suspects that more of this material than librarians care to admit is actually assignment-oriented."[2] But one must consider further whether with the improvement of many school libraries, the public library's collection will be needed much longer for school assignments.

The size of a young adult book collection depends upon many factors, such as the space available, the staff, the budget, the kind and number of teenagers to serve, and the emphasis on the importance of the collection in relation to the activity program. The median number of young adult titles in the main or central libraries to which the questionnaire was sent was 5,000. One library was experimenting with forty titles in wide duplication as its entire Y.A. collection. Most large library systems cannot estimate the number of volumes because

many are adult titles in duplicate. However, in planning the size of the collection for good service to teenagers, the number of young people in the community should be estimated. The New York State Library Association[3] proposes that with a teen-age (13-17 inclusive) population 10 percent of the whole, 250 to 500 teenagers with 1.5 books per capita, should have 375 to 625 books and 2½ to 4¼ shelving sections with 53 to 90 linear feet of shelving. The report stresses that these are simply guides to space allocations, a quantitative framework for the flexible nature of young adult services. It is this author's opinion that if one were to enlarge upon the flexible nature of young adult services, it would be feasible to argue that the number of titles is not as important as a wide duplication of the most pertinent, and the activities which promote them.

Will the *Minimum Standards for Public Library Systems, 1966,* meet the needs of some 30,000,000 teenagers when it recommends that at least five percent of annual additions be materials of specific interest to them? Within the standard of "at least two to four volumes per capita and at least two volumes per capita in areas serving 1,000,000 population"[4] will libraries remember to ascertain the number of teenagers? Why shouldn't at least 10 percent of the total annual funds for books and materials be the estimate?

The search for an education by young people has forced a notable number of libraries to locate the small and medium-sized young adult book collection (or a display of part of it) near or adjacent to the adult reference department. This practice may be more prevalent in small libraries which have only one librarian at a time on duty to cover all kinds of requests. He can encourage recreational reading by having an inviting young adult section in close proximity to school material. As long ago as 1960, the Committee on Standards for Work with Young Adults in Public Libraries, in the *Young Adult Services in the Public Library* handbook, noted that, "Where staff shortages exist, a section for young adults adjacent to the reference section can be satisfactorily staffed by one librarian servicing both collections. Many young people who come only for reference help can be introduced to recreational reading by an alert librarian within arm's reach of a young adult collection."[5] And in 1966, a committee in the New York Library Association for the *Criteria and Guidelines in Planning for Young Adult Services in Public Library Building Programs* recommends, "In those instances where the Young Adult librarian is sharing responsibility for reference work, it may be particularly de-

sirable to place the Young Adult Collection in close proximity to the reference section."[6] Even a large regional branch of the Los Angeles Public Library has achieved rapport with teenagers and an increased use of the collection by having young adult display sections adjacent to the reference desk. These sections house a small part of the entire collection, which is interfiled with the adult collection.

Traditionally, young adult book collections have been found between the children's and adult areas, but few librarians gave this preference. Today, such locations may be by-passed by teenagers who do not want to climb such obvious steps to maturity. Heavily favored by larger library systems were areas separated from the adult (rather than the children's) by low stacks. The effect here is a natural diffusion of adult and young adult services.

The plans for the new Boston Public Library, scheduled for completion in 1970, call for 6,400 square feet on the mezzanine level for a Y.A. area with glass on three sides.

Eleanor Kidder of the Seattle Public Library believes that "The lounge concept is ten years behind the times. Straight chairs and tables with plenty of working surface are a prime requisite, not easy chairs. Needed are bulletin boards, wall holders for lists in covers (subject, college preparatory, etc.) and effective holders for lists for distribution. The whole set-up and service should be business-like, obviously arranged and easy to use."[7] While there are varying opinions of the lounge concept, repeatedly, librarians urged the presence of a librarian in the Y.A. area to see to it that books are found easily. They emphasized that it is not only the book collections but how the librarians use it that makes it functional.

While the trend in recent years has been away from separate rooms in large city public libraries, twenty-three of the seventy libraries receiving the questionnaire had separate rooms and generally did not comment negatively upon them; philosophies vary on this. The forthcoming *Guidebook on Young Adult Services* now being prepared by a committee of the Young Adult Services Division of ALA will undoubtedly show the changes since 1960 in the thinking of librarians on this point. In 1960, the ALA Committee on Standards for Work with Young Adults in Public Libraries stated that "A *separate room* has been found to be a real asset in libraries, as a distinct, specially trained staff and carefully selected collection of books provide quicker and better service to the young person."[8] In 1964, The Young Adult Roundtable, in the *Standards for Young*

Adult Services in California Public Libraries, showed an uneasiness in this succinct sentence: "A separate room is not recommended except perhaps in extremely large library buildings."[9] Wheeler and Goldhor in *Practical Administration of Public Libraries* state, "Many large city libraries have a separate room for young adults (though in recent buildings this idea is unusual), or a fairly large area of the general adult reading room. . . ."[10]

In a recently published booklet which the Public Libraries Section of the International Federation of Library Associations has published on *Library Service to Young Adults,* twenty-four of the twenty-eight countries responding to its survey said that "there are young adult corners or groups of shelves in the adult sections of their public libraries. Only one reply seemed to indicate that young people are served exclusively in separate sections."[11]

Separate rooms conspicuously absent in new building plans may be replaced with meeting rooms designed for activities which would lead to reading—book discussions, film programs, idea forums, dramatic presentations, bands, or folksings. Tomorrow's library, if it is to survive vitally, must exchange ideas as well as books. This is substantiated on the international scene when Cohn and Olsson comment that, "you can get along very well *without* the separate collections; you cannot get along so well without the special service to young people."[12]

Books in today's young adult collection are shelved either by reader interest or straight classification dependent upon the size and use of the collection *and* the presence of a young adult librarian in close supervision. Reader interest shelving is employed more often in small libraries than in large libraries, although the Detroit Public Library, the St. Louis Public Library, and the Queens Borough Public Library are the notable exceptions. The Nathan Straus Library in New York City has a non-circulating collection arranged according to reader interest. Catchy subject headings used in the reader interest method encourage browsing but are more impractical in locating books than is the straight classification shelving because the subject must be ascertained before the book can be located. A closer supervision of shelving is needed unless an exceedingly workable method can be devised. The appearance of the collection in straight classification order is less exciting and enticing, but special shelves and bulletin boards for current activities can relieve the monotony.

Preference for the paperback, especially by young people, has

changed the appearance of the young adult section. Revolving or free-standing racks of paperbacks located prominently near the young adult section were widely preferred by the librarians surveyed over interfiling or shelving—except in the case of very large collections. An entire young adult collection in paperback is not inconceivable. Paperbacks make possible the housing of a wide range of titles within a small space. Their varied uses and availability seem to have drawn teenagers back to the public libraries, boosted some sagging circulations and helped to narrow the gaps recently opening between public libraries and their service to youth, caused by a diminishing need for the public library to supply high school research material. Almost without exception the seventy librarians replying to the questionnaire were highly in favor of paperbacks as a part of the young adult collection, but some pointed sadly to a lingering resistance to them by administrators.

Many different gimmicks are employed by libraries to identify the books which are in young adult collections. Some are black dots, white dots, orange rectangles, yellow rectangles, triangles and stripes. Some are Y's, Y.A.'s, Y.P.'s and other letters. There are almost as many methods as libraries! The "Y" seemed to be most frequently used, however. It is most often put on the spine, pocket and card of the book. A number of librarians support the philosophy that a "Y" on the spine—or anywhere for that matter—may deter young adults and adults as well from choosing the book. Patrons normally understand why the "Y" is there if they learn from the librarian the meaning of it. Nevertheless, the more inconspicuous "Y" on the pocket and card and not on the spine should be ample. This is more consistent with the principle that these books are indeed an integral part of the adult collection.

One successful method of marking books with a symbol other than "Y" is used in the Detroit Public Library, where the books selected for young adult use are marked with a small hyphen (-) at the left of the call number or in the case of fiction, the author. This mark appears on the book pocket, the book spine, and all the catalog cards. These books may then be used as a "floating collection" and may be transferred from the adult shelves to the young adult shelves whenever the young adult librarian wishes to refurbish her collection. This method also serves to alert the assistant who is not familiar with those books selected for young adults and proves to be a guideline for the young people themselves. There is, of course, a basic collection

also, and these books may be designated in any way the agency wishes.

Libraries and bookstores no longer have a monopoly on the distribution of books. Neighborhood markets, stores and shops have racks of paperbacks and bins of hard covers. They even use the old library "read-in-your-spare-time" slogans. To compete and attract young people, libraries must provide book collections and materials concurrent with youth's interests, locate them expeditiously, and promulgate their ideas.

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The Relationship of the School Library to the Young Adult Librarian in the Public Library

FAITH T. MURDOCH

IN A WORLD OF SUDDEN AND VIOLENT CHANGE where nothing seems to be as it once was, library service in schools and public libraries has remained fairly constant. This is not a state of affairs about which librarians should boast, but rather a condition which should give rise to some serious soul-searching.

Do our policies reflect the dramatic social changes taking place? How effective are the book selection sessions on which we pride ourselves? How much do we involve the communities in which we serve? How do the librarians appointed to work with young people relate to their patrons? How well do our materials serve the needs of students? How much real cooperation exists between the school library and the public library? Ah, this last question is one which hits a sensitive nerve! It has been discussed and debated for years wherever and whenever librarians have gathered, culminating in the Conference-within-a-Conference in 1963. A series of articles on the joint responsibility of school and public libraries in service to students appeared in the *ALA Bulletin* from June, 1965, through January, 1966. It would seem that everything that could be said on cooperation between the two institutions has already been said.

I venture to offer the suggestion, however that there is something new on the horizon: new programs, new materials, new philosophies and new funds, all of which materially affect the relationship between young adult librarians and school librarians. The social revolution which is everywhere evident is reflected in an educational revolution which emphasizes equal opportunity, independent study, continued education throughout life, and improved access to all kinds and va-

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rieties of resources. Robert Havighurst asserts that the educational revolution calls for an accompanying library revolution.[1] He points out the urgent need for libraries to cooperate so that materials may be made easily accessible to students on all levels, in all localities. Where there are large concentrations of population in urban areas, he urges that libraries be geared to serve the suburbs as well, so that their superior resources may be utilized to the fullest.

Havighurst calls attention to the fact that one in five adults is now taking part in some organized educational activity. He charges the schools with the responsibility of educating children for this life-long learning process, teaching them to learn to learn—to use libraries, laboratories, and the resources of the community as sources of information. The educational philosophy which he espouses stresses the desire to learn for the enjoyment of learning, rather than for the sake of college entrance; it considers the human mind to be an instrument for learning, rather than a storehouse of knowledge. Havighurst sees library services enhanced by the new technologies of photocopying, electronic data processing (as an aid to bibliographic searching), and direct access to indexed information in the very near future. He concludes that dramatic changes in social settings and social functions, as well as educational changes, demand dramatic changes in the patterns of library service.

Several practical aspects of the educational revolution are particularly relevant to young adult services and school libraries, i.e., compulsory school attendance, efforts to keep potential dropouts in school, and a new emphasis on independent study. Each of these factors has provided an ever-increasing flow of young adult patrons to school and public libraries and the end is not yet in sight; the problem is spiraling steadily. What to do to meet the overwhelming demands on time, personnel and materials? Whose the responsibility? What part of the job may be done by the school librarian? Where does the young adult specialist fit in? What services and materials may be shared? Who approaches whom, and when?

In 1961 the Council of Chief State School Officers adopted a set of guiding principles to foster an understanding of the role of each type of library and of the interrelationship between school and public libraries.[2] The principles apply in all types of communities, and they may serve to clarify opportunities for sharing responsibilities for service to youth:

(a) The school library serves the school, and the public library serves the community. Teachers and pupils are members of both the school and the community.
(b) Public library service—including service from state, regional, county, and community libraries—may supplement but never supplant the school library. Service which replaces the school library impedes the development of school libraries to the detriment of service to teachers and pupils and tends to separate library materials from instructional programs.
(c) The school has the primary responsibility for instruction and guidance of children and youth in the community in the use of libraries. The program of library instruction directed by the school librarians has the broad purposes of teaching library skills adaptable to all types of libraries and for encouraging pupils to use libraries for continuing self-education. School librarians, teachers, and public librarians should cooperate in planning instructional programs in the use of libraries for educational and recreational purposes.
(d) Cooperative planning in the selection and utilization of materials for children and young people is the responsibility of school administrators, teachers, school librarians, public librarians, and other community leaders concerned with youth.

Unfortunately, the development of school libraries in the past has been inadequate to serve the needs of the greatly increased numbers of students of high school age. Most high school libraries have not measured up to the Standards for School Library Programs prepared by the American Association of School Librarians in cooperation with nineteen educational and lay organizations in 1960.[3] Collections have been inadequate in scope and in depth of material; there has been a scarcity of trained librarians; administrators have failed to hire enough staff, and school libraries have not been adequately financed to stay open after the regular school day. If high school libraries had been able to meet the standards established by the national organization, many of the problems connected with library service for high school students would have been solved.

The old bugaboo of teacher assignments without proper notification has become increasingly difficult for both school and young adult librarians because of the radical curriculum changes, the increased volume of students, and the lack of funds to provide sufficient new materials to match new curricula. While there is no magic formula for this problem in the changes which are now taking place, it is

encouraging to learn that many school librarians are now actively involved in curriculum planning committees, are consulted when curriculum changes take place, are apprised of new adoptions in textbooks, and are frequently asked to prepare bibliographies for newly-designed courses.

Perhaps the greatest impetus for the development of more effective library service to high school students has been the breakthrough due to Federally-supported programs. Title II of the Elementary and Secondary Education Act has provided funds for all types of library materials, non-print as well as print. Since 1965 when the law was enacted, school libraries have burgeoned throughout the country and collections in existing libraries have been extended and enriched. The monies provided have enabled librarians to select materials to support newly-designed curricula, to provide additional copies of material much in demand, to purchase back numbers of periodicals on microfilm, and to establish audio-visual collections including tapes, records, filmstrips, slides and overhead transparencies. The provision of these curriculum-related materials in non-public as well as public high schools has enabled school libraries to assume a greater share of responsibility for serving the needs of high school students.

Many school libraries are now approaching the stage where they can serve as the primary source for reference materials for their students. Where Federally-supported programs make it possible for school libraries to do a better job of providing for the needs of high school students, the public library continues to serve as a secondary resource center for materials in greater variety and depth. The resources of the two institutions thus support and reinforce each other.

Title I of the Elementary and Secondary Education Act has provided an opportunity for school libraries in disadvantaged areas to extend the hours of library service after school, on Saturdays in some areas, and during the summer months. After-school service has been particularly helpful where block scheduling of classes has made it difficult for pupils to get to the school library during the day and where there is no provision in the home for a quiet place for pupils to study.

School libraries have also benefited by the training programs offered for librarians under the National Defense Education Act, Title XI, and Title II of the Higher Education Act. Intensive training of experienced teachers has provided much needed assistance in the recruitment of school librarians.

The key person, certainly, in the link between the school and the public library is the high school librarian. It is he who should inform the young adult librarian of curriculum changes, of materials needed in quantity, of special innovations which require new approaches, and of changes in philosophy which affect the instructional program. Since it is obviously not possible, or even advisable, for the public library staff to be in touch with every secondary teacher, it behooves the school librarian to assume the responsibility of communicating with the staff of the neighborhood library. The alert school librarian will welcome the opportunity to act as a liaison between the institutions, even though this responsibility is a many-faceted one which is difficult at best, and sometimes nearly impossible.

It is not enough, however, that librarians share the responsibility for providing an abundance of carefully selected materials for young people, that they have pleasant quarters in which to read and study, and that special librarians are appointed to work with them. The drastic changes which have taken place in the world call for drastic changes in library service, particularly to young people who find the world changing around them, and who are desperately in need of assistance to find answers to their many perplexing questions.

Perhaps the change should start with personnel. School libraries have been short-staffed so long that many school librarians have lost their eagerness to innovate. Bogged down by the myriad clerical details of the school system, coupled with the infinitely time-consuming clerical routines of the library, they simply have not had the spark necessary to attack the "new."

Countless high school libraries have beautiful rooms, attractive furniture, adequate book collections, and insufficient staff to provide effective library services. A concerted attack to secure clerical help has been effective in some areas, particularly through the various Federal programs which have financed grants for community workers. Where this help has been made available, librarians have been released to be professionals, and this makes all the difference. They can plan with teachers what material to use and how to use it; they can initiate class projects based on newly-acquired audio-visual materials; they can visit classrooms with appropriate materials; they can prepare bibliographies; they can support the philosophy of independent study, guiding the student to be a seeker and a learner; they can help teachers to produce new materials; they can communicate with the faculty, the administration, the pupils, and the public library.

Communication, indeed, is the key to improved services. Teachers need to communicate with students and librarians; librarians need to communicate with teachers, students and with other librarians. A recent informal survey among the school library supervisors of fourteen large cities elicited an overwhelmingly positive response to the question of cooperation with the young adult librarians of the public library. In every case the school library supervisor expressed regret that there was not better communication between the two institutions. Each respondent mentioned the difficulty of establishing joint programs and shared services due to varied hours and schedules, and limitations of time and staff.

It is encouraging to note in the responses the reflection of a climate of understanding and good will. In Austin, Texas, the schools and the public library have worked out a mutually beneficial policy concerning the use of resources; in Philadelphia the young adult and high school librarians meet for book reviewing sessions by geographic areas; the three public library systems of New York City have sponsored imaginative programs involving the school libraries in their communities; in Milwaukee the list of books selected for young adults is distributed to all high school librarians. These examples of friendly cooperation, and others of a similar nature, provide a foundation on which to build a meaningful and effective partnership; they are steps in the right direction.

Historically, the public library in the United States has been the people's university. Since the days of Sunday school libraries, one of its main functions has been to provide facilities and materials for independent study. To assume its rightful place in today's educational revolution, the public library and especially the service devoted to young adults, must be geared to serve new programs with new materials, new equipment, new facilities, and perhaps, new attitudes. No longer is it enough to supply resources in depth to college-bound students. The dominant theme in the educational revolution, equal opportunity, demands convenient and comprehensive access to information of all kinds, at all levels.

Young people need competent counseling in the selection and interpretation of tapes, films, records, magazines, and other materials which will involve them in a learning experience. Recently, innovative programs for young adults have transformed the services in many areas, notably in the disadvantaged districts of urban centers where programs have been plotted to deal specifically with the non-academic

interests of school dropouts and other young people who have not been attracted to the traditional public library.

These programs have usually been developed by young librarians who have a sympathetic understanding of today's youth, and a vision of what needs to be done to serve their needs. They recognize that too often there is a void where there should be a channel, and they are devising new techniques to provide some kind of passageway.

Two major deterrents to such hopeful programs are the shortage of materials and the scarcity of qualified staff. Where there is insufficient material to cover mass assignments, the establishment of paperback collections has proven to be a success in two ways. A colorful array of paperbacks displayed in revolving racks has a definite appeal to youth, especially reluctant readers who may never have had a successful experience with a "real" book. While some adults may scorn the poor print and inferior format, experiments show that young people will invariably choose a paperback if confronted with several editions of the same title.

Multiple paperback copies of titles on required reading lists not only help to solve the problem of shortages but provide an added bonus. The very presence of a paperback collection in an institution which has always represented the intellectual approach helps to break down an attitudinal barrier which has long existed among culturally deprived young people. An informal, nonacademic atmosphere helps to break down the defenses of youth who have been suspicious of the motives of educators and librarians, as well as teachers, and of the institution which has apparently been designed for those who need it least.

The personnel problem which pervades the profession has too often resulted in a cut in service to youth. Adolescents are especially sensitive to adult reactions to their behavior, and where there is no qualified young adult librarian on the staff, or where service to young adults has been curtailed, the climate of understanding deteriorates rapidly. Such retrenchments have a permanently damaging effect. The culturally disadvantaged youth in our society are those who are deprived of the services they desperately need. It is not enough that the schools are making a massive effort to teach pupils to read; the public library has the opportunity, and the responsibility, to make them readers.

It is axiomatic that personalized service elicits a positive response and overcomes negative attitudes. The librarian with a special interest

in young adults can make learning a private and personal affair for those he serves. Where he is allowed to serve he becomes a co-director of learning with the teacher. He has the distinct advantage of operating in an environment apart from the school, but he is most successful where he can tie his program closely to that of the schools in his community.

Perhaps the most effective relationship of this kind is that reported by Pauline Winnick and William Horn in a recent issue of *American Education*.[4] They describe the emergence of a new breed of librarian now operating successfully in the public library systems of Nioga and Westchester, New York, and in Prince George's County, Maryland. Known as liaison librarians, they zero in on the problems most often identified as stumbling blocks in library service to youth. Working directly with and through school librarians, they provide channels of communication which alleviate the misunderstandings which too often exist between the public library and the schools. Through direct and frequent contacts with the schools, they provide a climate of understanding and good will which fosters an ideal partnership.

Such new approaches give promise of a new day in the relationship between young adult librarians and those who serve in school libraries. They mark a revolutionary change in service to match the revolutionary changes in education. "It is the worst of times, it is the best of times" for those who are charged with the responsibility of guiding youth to become life-long seekers of knowledge. The best may only be realized as librarians in the public library and the schools work more closely together as co-directors of the educational enterprise.

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Programming for the Young Adult in the Public Library

EMMA COHN

FROM THEIR ENTHUSIASM in reporting on recent programming in the public library, it is evident that young adult librarians have a strong belief in their role as out-of-school educators who serve the cultural needs of the teen-age community outside of and beyond formal classroom instruction. They appear to believe just as strongly in guiding the young people themselves to take an active part in carrying out such programs. Behind each successful book or film discussion, hootenanny or kinetic art show is a creative librarian in tune with the group. It is encouraging to see that so many future supporters of libraries are being trained to have a voice in determining what those libraries shall be like.

This article is based on forty-seven replies received in answer to letters of inquiry sent to eighty-five heads of young adult services in public libraries in the United States, and on reports from librarians who work with young adults in sixteen of the member countries of the International Federation of Library Associations.

The Book Talk

The book talk to school classes, usually eighth grade to high school, is still the most traditional form of group work for the young adult librarian. It is also the form of group work undertaken first by librarians working with young adults in countries where specialized services are just developing. "At its best, [the book talk] sounds informal and spontaneous and in such harmony with the group addressed that it seems like conversation or discussion rather than a monologue." [1] It should be short but inspiring and transmit the speaker's own pleasure in reading, and should take place, if possible, in the library. In

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the United States it is usually considered part of the young adult librarian's job.

Through the book talk, librarians can reach most of the young people in the community and get a chance to show them that the library may be the kind of place to which they will want to return. It is also the best way for the librarian to learn the range and span of his readers' interests and responses. Young adult librarians sometimes speak in city prisons and homes for delinquents, as well as in schools, and now are even invited to teen-age coffee houses.

There is a growing demand for student tours of headquarters of new public library systems and requests for special presentations of research and scholarship materials for the college bound, if such materials are not to be found in the high school library. Ingenuity has been shown in planning programs with slides to show all library services, or with films on contemporary authors and non-musical recordings to demonstrate new forms of primary source materials. In the New York Public Library's Library and Museum of the Performing Arts at Lincoln Center, young adult librarians present samplings of books, films and recordings to groups of young people or adults involved in the Center's student program.

Young people themselves may enjoy giving book talks. At the request of the school librarian, a young adult librarian coached a group of student library assistants for a fifteen-minute program of one-minute book talks given at their annual winter meeting and dance. This turned out to be a multi-media venture. Rehearsals were with tape recorder, as the talks were not to be memorized, and a well-paced program took place in the dark with colorful book jackets flashing on an opaque projector.

Book fairs, as developed by the Enoch Pratt Free Library, consist of five gaily colored carnival booths, each devoted to some teen-age interest, e.g., "A Man's World," "Art Cart," set up in a school library. Two or three classes are brought in at a time, greeted with lively music, and taken on a tour of the fair with young adult specialists introducing the books in each booth and telling how they can be used. After the guided tour the young people browse and select books which they may borrow while the librarians circulate freely. Originally designed for the twelfth grades, the fairs have stepped down as students are becoming more sophisticated; currently Pratt is bringing them chiefly to the tenth grades—still reaching a large segment of Baltimore youth and circulating thousands of books after the fast-

moving, entertaining presentations. The Dallas Public Library reports that its strongest program of planned activity consists of book fairs on this model as well as book talks for senior high schools.

Librarians active in planning programs for teenagers who attend voluntarily, rather than in class groups, seem nowhere to be *required* to plan such programs, although their supervisors may be responsible for *encouraging* them. Individual reader service, book selection and work with classes come first. Then the enthusiastic librarian may do whatever time, staff and his own talent permit. He is cautioned that poorly planned programs are worse than no programs at all. He may work on these activities with the assistance of a branch librarian, a coordinator of young adult services, the person in charge of young adult work at the central library, or with the head of community services, who coordinates programs. The pattern is extremely flexible.

Administrators frequently observe that the greatest problem is obtaining staff capable of carrying out the voluntary programs. There is a widespread feeling that more training is necessary. Interlibrary loan of talented staff to work on such programs may be one answer, and there are an increasing number of workshops held by specialized systems consultants to promote young adult services. In some places the young adult office may plan subject programs to be used in a number of branches or regional centers of a large system.

Films

The rapidly accelerating use of non-print materials is evident in all reports on programming. Film, particularly, speaks to the young. In the last decade there has been a spectacular growth of services in public libraries, with film librarians doing more than any other group to keep the good, short film alive. These audio-visual librarians promote the community use of outstanding documentary, informational and experimental films of a non-commercial, non-instructional nature, and young adult librarians seems to be working closely with them. In the larger libraries and systems, or in smaller libraries on a film circuit, young adult librarians frequently have the opportunity to preview and select films for the collections. One coordinator expresses what many other young adult librarians have experienced:

"With the enthusiasm of the film librarian and a remark from the Branch Supervisor to 'do something creative' at branches, I was activated to begin. There were three things needed: cooperation from the Administration to let us explore; branch staff to encourage and

assist us; young adults eager to get involved. . . . Fortunately I had led a book discussion group previously at this branch in which a strong nucleus had been formed, and we had a film librarian who overwhelmed us with provocative films concerning topics of current interest." [2]

A group of films, like a basic booklist of titles generally owned by libraries, is emerging as having been tested and found to be sure-fire with young adults. Mentioned many times in programs reported are the films of Norman McLaren, *Two Men and a Wardrobe, An Occurrence at Owl Creek Bridge, Story of a Writer, Dance Squared,* and the film that probably more teenagers have seen than any other in libraries within the past two years—*Phoebe,* which deals creatively and dramatically with the mental and emotional strain of a teen-age girl who discovers that she is pregnant.

Film libraries are just beginning to acquire feature films, but one senses that there will be rapid development in this area. *Raisin in the Sun, Lilies of the Field* and the films of Laurel and Hardy and the Marx Brothers are often mentioned.

According to the most recent public libraries act in Denmark, public libraries in the future must make audio-visual materials available on an equal basis with books, and the young adult consultant in the Danish State Library is also acting as the audio-visual consultant at the moment. Films have long been used in Swedish libraries, and are currently used with young people in many of the eastern European countries. After a pilot year of young adult services in the National Library of Singapore, book talks have been established successfully and the librarian is eager to go on to films, which have special potential in a country with five official languages.

Two types of film programs are being shown by young adult librarians in the United States, those that entertain and are good examples of film art to be enjoyed for themselves and those that tend to arouse discussion. Sometimes the same film may be used in several different ways: *Dr. Jekyll and Mr. Hyde* was shown as a "film classic starring John Barrymore" in one library, as a "free movie" in another, and with a lively discussion about monster/horror movies and film techniques in a third.

With so many teenagers making their own films and almost no film societies at the secondary school level (in comparison with England where there are many) the public library would seem to be the best place for young people to acquire a background of film literacy. One

library reported plans to show a film made by a group in a local high school. Discussions and demonstrations by local film makers with student groups would seem to be a natural next step in public library film programming.

Subject Programs

The usual formula for subject programs are films and/or guest speakers as a point of departure for questions and discussions. Topics are chosen as an alert librarian comes to know his readers and his neighborhood. In one community there may be an overwhelming preference for jazz, folk music or karate while in another a drama group flourishes. The librarians who enjoy producing programs do not hesitate to mention their failures. Book discussion groups can prove embarrassing and a chore to the unmotivated reader unfamiliar with the library, unless the book is an outstanding one with which he happens to identify, such as *Two Blocks Apart.* And who could have predicted that young people in a community at the edge of a desert would turn out in unprecedented numbers for a program on skiing?

There is no question of what topics are "hot" right now: narcotics, physical fitness and self-defense, sex education, Negro history and culture, and current problems of inter-group relations. The guest speaker, expert or resource person should act as a sounding board for questions and opinions rather than give a formal talk. It is most important to invite as speakers people who relate well to this age group, are interested in them and willing to enjoy spending the time and energy in answering their questions. Those who are popular with teenagers are not necessarily "stars." Directors of beauty schools, doctors, social service workers, a pet shop owner who sends his customers to the library for information, a teacher formerly on an Olympics team, a knowledgeable record salesman, a local newspaper reporter or TV commentator, all have excellent potential as guests. Younger teenagers also enjoy hearing seniors in high school, or college students who are successful in science, photography, theatre or music tell them about requirements for entrance into specialized schools and seeing them demonstrate techniques. Department chairmen in schools can usually recommend articulate speakers. It is a good idea to keep additional films available in case speakers disappoint.

Book displays and booklists were mentioned in almost all of the reports on subject programs and certainly books are available for

borrowing. However, the tendency is not to talk formally about books on these occasions, but to tempt the non-user by mentioning them casually, making sure that the titles are pertinent to the program subject.

Live Music, Drama, and Poetry

Live music programs were described by ten librarians. Folk music may be on its way out commercially, but to young people it continues to be a consuming interest. Group improvisation with solos on guitars, dulcimers, autoharps and banjos is enjoyed in one library, with books coming in handy for brushing up on lyrics. Records and a phonograph are available, but the records are usually checked out rather than played during the evening. Folk music may be an annual event for some libraries when music departments in schools are contacted and asked to suggest young performers. Or a talented staff member may play the guitar and lead a group. Auditions and rehearsals, with staff present to make final decisions on programming, are recommended before scheduling a hootenanny.

Jazz concerts take place on one library's terrace during the summer, courtesy of the local musicians' union. The Pasadena Public Library sponsored a Jazz Festival at La Pintoresca Branch under the direction of the fine arts librarian. This event was held for the community as family entertainment in the library's park. While films about jazz and with jazz backgrounds were being shown to teenagers and adults, there was instant mural painting by the audience going on at the same time. Nationally known musicians appeared through the courtesy of the recording industry and a library display on the musical history of jazz was arranged.

There are not yet many library programs of folk rock, although some librarians look forward to using this music which is so important to today's teenagers. In a recent *Top of the News* Greta Renborg of Sweden writes on "Pop in the Library," including jazz and folk rock events.[3]

There are some unusual activities reported which might all come under the heading of "experience programs," using activities rather than media. In the area of the Cuyahoga County Public Library, a group of boys interested in community problems and projects, formed an organization called SEARCH—Seeking, Educating, Asking, Researching, Challenging, Helping—which found a home in the library. They began by reading and discussing, then, among other projects,

put their ideas into action by taking retarded children to the zoo, reading to the aged and just talking to them.

Live drama is another kind of experience program reported by three libraries. Notable were the productions of one-act plays by Edward Albee and Harold Pinter put on by a group of young people directed by a young library aide in the North Point Branch of the Baltimore County Public Library. The productions have brought many people to the library, and the group still holds together with the adults now clamoring for parts. A highly-developed young people's theater in the Tampere Public Library in Finland is described by Maija-Liisa Peltonen in *Library Service to Young Adults.*[4]

The experience of being Librarian for a Day has been an annual event for public, parochial and private high school students in the Queens Borough Public Library in New York for many years. Each student is assigned to a particular public service position and does a day's work with the guidance of his regular staff counterpart.

A kinetic art show in the Albany, New York, Public Library came about because a teacher of mechanical drawing in a rural school believed that her students should have the chance to show their unusual talents to a wider audience. Not only was their op art displayed in the library's central lobby, but a program called "An Evening of Far Out Art for Teenagers" was arranged so that they could demonstrate their creations, and three art films were shown.

Poetry programs have surprised some young adult librarians. In "Poetry Evenings in Harlem," Lydia Lafleur says, "The idea for such a program was a long time coming to me, because I did not know how much young people like poetry, nor did I know when I first began working in Harlem how much poetry meant to its young adults as a means of self-expression."[5] Another such occasion in the Augusta, Georgia, Public Library, started with a guarded response but grew into open enjoyment as the boys read poems singly and together from a hand-out sheet of poetry which they took home. The program ended with the playing of a recording of "The Creation" from James Weldon Johnson's *God's Trombones.*

Radio and Television

Book-based radio programs for teenagers have been broadcast for more than two decades by the Detroit Public Library and the New York Public Library. Young people continue to enjoy radio and there is no difficulty attracting participants. Therefore, radio is an excellent

way of reaching teenagers. In New York, "Teen Age Book Talk" is an unrehearsed discussion of a wide variety of books with the authors and others from the publishing field as guests. Detroit's "Young America Looks at Books" is similarly unrehearsed and emanates from a different neighborhood each week, with an effort made to choose a book close to the interest of the young people involved.

In Baltimore the Enoch Pratt Free Library is responsible for a fifteen-minute radio program sandwiched in between two popular rock and roll programs on Saturday morning. There are books on a theme, then general discussion with students talking extemporaneously on subjects from foreign policy to dating.

The Denver Public Library has had an experimental series of spot announcements on their young adult services, some which were taped by the young people themselves. The Mideastern Michigan Library Cooperative sponsors a five-minute weekly program on a local station called "Spotlight—Young Americans" which focuses on the teen-age viewpoint on world issues and invites young people ages 14 to 19 to participate.

Little television activity was reported, although New York's *Teen Age Book Talk* has been on television for five years, and Detroit's *Young America Looks at Books* has been on a TV series for the past 14 years.

Alert librarians who work with young people often meet readers with a real interest in creative writing, and this may result in a wide variety of group activities, from a typed collection of poetry in a scrapbook to an active young community council willing to work hard on all kinds of library programs.

There are a number of review publications edited by young people, usually produced by a high school editorial board under the supervision of a young adult librarian, which include original art work, poetry and film reviews along with book reviews. Copies are made available in the libraries and sent to high schools, thus delighting the contributors and providing impressive recommendations to their peers. The editorial boards can provide a very lively core group for beginning new activities and may form the nucleus for a library's radio or television venture.

Each year on the occasion of the annual publication of the New York Public Library's *Books for the Teen Age,* young people who have been active in the library's radio and television program, as well as interested young people from the branches, come to the Nathan Straus

Young Adult Library to meet with public and school librarians, authors whose books are on the list, and editors from local publishing houses.

Another annual event for the literary young at this same library is the meeting of local winners of the Scholastic Magazine Writing Awards with teachers and judges who live in the area. They hear one of the awards' alumni speak and then meet informally with other students, teachers and judges to talk about the art and craft of writing. Refreshments are served on both occasions.

Book Discussion Groups

Young people of above-average reading ability particularly enjoy book discussion groups, and 13 were described by those who contributed for this article. *Heart of Darkness, A Portrait of the Artist as a Young Man, Who's Afraid of Virginia Woolf, The Fixer, The Medium is the Massage* are among some of the titles used by the groups, along with *A Separate Peace, 50 Poems by E. E. Cummings* and *Are You Running With Me, Jesus?*

One such group has been meeting for nine summers, with the young people attending one year used as the planning committee for the next. Although student leaders and adult leaders from outside the library have been tried, the young people prefer that the librarian lead "so that we can all get into the argument." There is no doubt that watching such young people grow, become at ease with each other, discuss freely, and defend their views is a special kind of experience for the librarian involved.

Teen-age panel discussions at meetings of librarians may be an excellent way for librarians to learn more about their public. In one such discussion, each librarian of a system's member library was asked to find a young panelist. Thus the presentation included rural, suburban and city areas. Moderators were a branch librarian, a young adult librarian from a suburban area and a young adult librarian from the central library.

Within the past five years book clubs have become increasingly active in Hungary. "In fact," states Aranka Racz-Nagy of the Ministry of Culture, "book clubs in our country may be rightly regarded as preliminary training schools for librarianship concerned with services for young adults because it is in these clubs that first experience is gained by those who may become devoted specialists. . . ."[6]

Where youth councils exist they can give young adult librarians real assistance. A little more formal than book discussion groups, they

resemble them in many ways. The members are likely to be student leaders or members of national honor societies. They attract young people especially interested in reading and writing, full of ideas and willing to work. A typical youth council is formed at the beginning of the school year through representatives sent from guidance counselors and English teachers, e.g., two students from each of seven high schools, preferably a junior and a senior and a boy and a girl. They meet monthly, plan programs, suggest speakers, consider publicity and provide a sounding board for booklists and librarians' meetings. They often receive community service credit towards college in return for their participation.

Usually they pay no dues, and expenses are absorbed in the library budget. However, one librarian reported that a used-paperback sale held for this group brought in as much money as she cared to handle.

Such groups are particularly interested in talks by foreign visitors or older exchange students, programs on testing or speed reading, or librarianship—although they balance the strictly intellectual with the strictly entertaining.

Publicity Techniques

Publicity for all group programs must be aimed inside as well as outside the library. It is of utmost importance, if programs are to be popular with the library staff, that the young adult librarian look ahead and foresee all of the major problems. Dates and time should be discussed with supervisors in the light of all the library's activities. Staff should be kept informed as the program takes shape so that they may answer inquiries intelligently. Staff should be carefully scheduled on the day of the program so that all service points will be covered and someone will direct the audience to the meeting room while the librarian responsible for the program is occupied with last-minute preparations.

The librarians reporting on programs do not aim for capacity crowds. Thirty, twenty, or even a dozen people can find these programs rewarding if the content is good and the presentation lively.

A selective mailing list from among the teenagers and community leaders may be built up, but it should not be depended upon. The librarian himself must reach out and make personal, direct contacts. A printed flier can be prepared for distribution about two weeks before the program and sent to those on the mailing list not more than a week before the date. A note to teachers may be added to say the

attendance at the program should not be made a class assignment or used for extra credit if there is limited meeting room space. Spot announcements on local radio or television station—particularly those which are teen-age favorites—should be prepared along with news releases.

School newspapers are usually glad to get news of programs and a meeting may be held each fall with their editors because of the annual turnover in staff. Summer schools usually have a new group of teachers, and contacts with them should be made when the summer term begins.

A large bulletin board in the area of the young adult collection in the library is still one of the most attention-getting types of publicity. Along with school newspapers, it may contain poems, cartoons, news of programs, any current news of interest to high school students, and invitations to bring in their own work to exhibit.

Contests mentioned by several libraries may also come under the head of publicity techniques. In Ohio the Public Library of Cincinnati and Hamilton County encourages the personal ownership of books with the Bertrand L. Smith Contest. The library may be built around any subject interest—horses, history, sports, etc.—which the owner may have. The judging is based on the wisdom shown in choosing the books and how well the collection serves its purpose. The Scarborough Public Library in Ontario sponsors a contest called "Impression," in which the entrant discusses, in 500 words or less, "The most influential book, play, recording, painting or film in my life."

In the booklists and fliers prepared to accompany their programs, young adult librarians show great creativity in working with whatever means are at their disposal, from the simple mimeograph to the most elaborate multi-color silk-screen processes. The style and art work are spirited and contemporary, with some evidence of determination to create a new image with such themes as "Happenings," "God is for Real, Man!" "Love, Love, Love," and "Grabbers—Books Coldly Calculated to Turn You On."

Books may be noted or short booklists printed on the fliers. There are often special bibliographies to support individual programs, which are printed separately so that they may be used with future programs and book talks. The printed publicity materials from Scandinavia are particularly noteworthy for their elegant, modern style interpreting subjects of interest to young people. They are usually produced centrally for the use of librarians in the whole country.

Programming for the young adult in the public library has special appeal for librarians interested in the new media, new materials and concepts of library service. It is also a challenge to those who are trying to answer the question, "What can literature do?" or the question asked by Sir Frank Francis, president of the International Federation of Library Associations, when he spoke at ALA's midwinter 1968 meeting: "What can the written word do *better* than any form of communication?"

Although library work is essentially work with the individual, group work is a way of reaching more individuals. It helps us dramatize the library's services, introduce all of its materials, and break down the barriers that keep young people from wanting to use the library. The Youth Committee of the London, Ontario, Public Library and Art Museum, made up of younger staff members ranging from age eighteen to twenty-seven, stated: "The staff should attempt to make the library an exciting centre for cultural and educational development rather than a place where youth must struggle to communicate with librarians." [7]

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Young Adult Service in Canada

RUTH M. FRUIN THOMPSON

"OH, I LOVE THE MUSTARD-POT!" cried the Wart. "Wherever did you get it?"

At this the pot beamed all over its face and began to strut a bit, but Merlyn rapped it on the head with a teaspoon, so that it sat down and shut up at once.

"It is not a bad pot," he said grudgingly, "Only it is inclined to give itself airs." [1]

. . . . .

"Oh, owl!" cried the Wart, forgetting about Merlyn's troubles instantly. "Look, he has decided to talk to me!"

The Wart gently leaned his head against the smooth feathers, and the tawny owl, taking the rim of his ear in its beak, quickly nibbled right round it with the smallest nibbles.

"I shall call him Archie!"

"I trust you will do nothing of the sort," exclaimed Merlyn instantly, in a stern and angry voice, and the owl withdrew to the farthest corner of his shoulder.

"Is it wrong?"

"You might as well call me Wol, or Olly," said the owl sourly, "and have done with it."

"Or Bubbles," it added in a bitter voice.

Merlyn took the Wart's hand and said kindly, "You are young, and do not understand these things. But you will learn that owls are the most courteous, singlehearted and faithful creatures living. You must never be familiar, rude or vulgar with them, or make them look ridiculous. Their mother is Athene, the goddess of wisdom, and, although they are often ready to play the buffoon to amuse you, such conduct is the prerogative of the truly wise. No owl can possibly be called Archie."

"I am sorry, owl," said the Wart.

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"And I am sorry, boy," said the owl. "I can see that you spoke in ignorance, and I bitterly regret that I should have been so petty as to take offence where none was intended." [2]

When I began to examine seriously the current state of affairs among young people's librarians in Canada, or among those who profess a profound interest in this particular aspect of work in public libraries, and then looked at the actual practice of carrying out this task, I could not help thinking about that shiny mustard pot, and a great deal of strutting about without, really, so very much to strut about. At the same time like the owl, Archimedes, I am doubly quick to admit that we often strut about and speak in ignorance, or perhaps worse, we do not strut or speak at all. I wonder which holds within it the lesser virtue but I cannot say, for I have no real relationship to Athene but merely was once the chairman of a committee commissioned by the Young People's Section of the Canadian Library Association to look into the situation regarding young people's work in public libraries, and then to inspire, or induce, a committee to write standards with which all librarians might work.

The committee began with a glorious resolution—a real fanfare which should have moved any audience to an intensive and indeed passionate quest for the necessary ideals. Indeed the resolution left little doubt in my mind that our small committee was full of impassioned Warts. It was worded thus:

WHEREAS it is of exceeding importance that young people be stimulated and delighted by good books, that their reading interests be developed to extend their knowledge and broaden their horizons and thus help them to understand and to accept their responsibilities of living in a complex world, and

WHEREAS the development of this specialized service demands adequate organization, and

WHEREAS the Canadian Library Association Inquiry referring to Young People's Sections, or Departments, in Public Libraries, has shown these sections or departments to be inadequate to fulfill their responsibilities,

THEREFORE BE IT RESOLVED THAT the Executive of the Young People's Section (of the Canadian Library Association) appoint a committee to formulate standards for young people's work in Canadian Public Libraries.[3]

Only a few weeks of hard work as chairman began to give me the notion that perhaps the resolution had not been warmly spoken without a great fear. Perhaps our love was more like the Wart's fearful and respectful admiration and affection for the owl, Archimedes. Surely our resolution was not too high a challenge. Did it seem to strut about too much? Or were we, in fear, beginning to strut about?

The wonderful thing about the dialog was that although some people began to speak about standards and other people's ideas in terms equally as detestable to those people as the names Wol and Olly were to a dignified owl like Archimedes, still we are all on pretty friendly terms. And indeed I am quite prepared to state boldly that even questioned privately, in most instances, those whose feathers were most ruffled would, like the owl, admit that they were sorry for getting so upset because, after all, they realize that everybody was speaking in ignorance and it was just petty of them to take offence where none was intended.

Our survey of young people's sections, or departments, in Canadian public libraries was a part of the Canadian Library Inquiry of 1960-1961. Our resolution to write standards immediately followed the results of this inquiry and the subsequent six years of study and continuous correspondence enriched every single librarian in Canada who gives a "hoot" (I can't forget the owl) about what happens to young people in our public libraries. The arguments and changes made in our ideas, and really in our ideals, printed as a working paper[3] for a conference, and which in the future will be named "Guidelines for Work with Young People in Canadian Public Libraries," can be a jumping-off place for the future. We had to begin somewhere to put down some of those principles which we had discussed and observed to be best in our work with young people. It is, however, the feeling among most librarians that there are no special standards for work with young people, but that any standards which can be formulated can only be the same as those written for first-rate public library service generally.

The actual everyday practice in many of our public libraries, compared with the above attitude, is almost amusing but certainly heartening, because young people are usually considered in a special way. Of course, there are places where, as in other professions, there is a lack of inspiration which precludes a search for the understanding so essential in dealing with youth. It is true that many are discouraged,

or confused. Standards could have made a middle way possible because standards must look squarely at who librarians are, whom they serve and what their special needs are. Perhaps "guidelines" can do the same in a more roundabout fashion.

One disturbing attitude was raised over and over again in our discussions. This was the conviction that youth, in their grasp of current thought, are the equals of, or have surpassed those who serve them in libraries. If this were true, which it is not, then we have surely failed. Some maintained that librarians could never keep up with the current curricula set by schools and universities. I have not found it necessary to keep up in this sense surely, nor have others. It is true that a child aged four may be taught calculus but this is not to suppose that he has already acquired wisdom and understanding. Wisdom, common sense, and concern linked with curiosity and "wonder at the world" are unbeatable attributes in good librarians. These are not normally all present in a child aged four. They are taking shape in the searching mind of youth but they are not to be feared by librarians. Not even when a fifteen-year-old boy decides to write an essay on the love lyrics of Catullus or a comparison of relativity and metaphysics. But standards would say that the good librarian supports his young public in all such pursuits—supports youth to plumb the depths of a subject even to discover that one must learn more in order to understand. This is, in truth, education.

It seems to me that those who serve best in Canada have found a middle way. They know that to fear is to remain static, to withhold knowledge. A middle path gives one room to explore and still have a firm footing. Thus knowledge is no longer withheld. Slowly, and then in a kind of torrent, librarians said that boys and girls in senior elementary grades must have access to the young people's section, which is tantamount to saying, the adult library. Canadian librarians are now stating quite firmly, although for a long time we suspected it to be quite true, that young people must not be cut off from the library in a separate room. They must have the whole of a library but with first rate guidance and knowledge, and of course, as often as possible, first rate librarians who are specialists in library work with young people. Now, of course, this also implies that children from the senior elementary grades will visit the adult library more frequently because they will be permitted entrance, as previously agreed, to young people's facilities which must continue to include young people's specialists working in an adult area.

In the years to come—perhaps sooner than most Canadian librarians either hope for or think possible—these collected papers now to be called "guidelines" will demand to be turned into "standards." Experience will select, as if by magic, a need for standards of practice. Indeed how can it be otherwise if a special kind of attitude and service is required within any disciplined profession?

The Canadian Library Inquiry of 1960-61 looked into work with young people in Canadian public libraries serving areas with a population of 10,000 persons and over. Seventy-six replies were received in response to their survey. Some simply condemned the notion that young people's work was any different in practice than work with adults. Others answered questions with serious concern and comments. Certainly there was room for discussion, improvement and hoped-for standards.

When by 1964 no real agreement could be reached on what standards should be written, another survey was embarked on by questioning people in each of the provinces and the Yukon who had a broad knowledge of library affairs generally and who could comment or refer us to others who might be consulted. Again we received letters intimating that while more and more libraries were concerned about giving youth access to larger book collections, there was a growing need for standards of performance and practice. However, there was a disturbing suggestion of doubt that standards could be set for a whole country. In fact one prominent librarian of one of our largest public libraries told me privately that standards are impossible goals.

My question was and still is, standards in what sense? If standards are ideals formed as a result of practice, observation, careful selection, and examined thought, then surely they must be called standards. Standards are not rules and regulations. They are absolutes, something to be striven for, which in actual practice and circumstances may appear in variant forms. This difference in definition was the barrier to a successful discussion and completion of written standards. It is important to point out here that in the preface to the collected papers which are to be called "guidelines" we stated:

> From the beginning, the Committee on Standards intended that what they studied and wrote should be applicable to all libraries regardless of size. . . . It seemed of paramount importance that we write some kind of answers to fundamental questions. How does our affluent society affect youth? What makes a young person? What are his library requirements? How shall we approach him?

> How shall we introduce him to the wide world of reading in the public library? Then in the chapter about organization and the technical functioning of the young people's section of a library where we specify sums of money, percentages, allocated space, number of staff or methods of staff training and conducting of staff meetings, we have indicated that individual libraries would have to adapt these quantitative standards to their particular size and scope.
>
> It was never the committee's intention to write a rule book or a handbook. It was rather a kind of spontaneous desire amongst the committee to write something which, while it would surely set down some guide lines, would above all else inspire and encourage and provide a jumping-off place to new and better library service for Canadian youth.[4]

It is true that examples of procedure were cited within some of the papers but these were merely used as references. Regional libraries which vary with regard to their functioning and procedure in Canada were also encompassed. School dropouts were included in our planning, although we recognized that these are difficult to reach, come most often to the library when driven through necessity, and then certainly are more likely to consider themselves as members of the adult program. In Canada many have returned to the adult library through our war on poverty and Manpower Training Programme.

Perhaps my readers assume at this point that my attitude is one of almost complete disillusionment or at least skepticism when I consider Canadian librarians total reaction toward youth. This is not so but I will admit an absence of continuity of action and feeling among Canadian librarians in this specific instance. On the other hand I do not forget that Canada is a vast country sparsely populated in ratio to its size, with many large empty spaces lying between populations and libraries. Without the Canadian Library Association we would never have had an opportunity to work toward standards. Nor would we have two excellent book committees that issue comprehensive booklists[5] and a newsletter to bind us together in some common pursuits. The provincial library associations have also been useful for communication of ideas especially between school librarians and public librarians. However, school librarians in provincial library associations tend to dominate the young people's sections. The reason for this is that few librarians from public libraries have specialized in the past, or had opportunities to work primarily with youth, and

therefore are more likely to select meetings concerning problems directly connected with adult services thus overlooking what some consider a quite important sector of adult work, the young person.

The picture has a brighter side; in correspondence with librarians I have clearly discerned one predominant philosophy—youth must be given all of the library materials they require because a library which serves well in a patron's early years means a library used for a lifetime. Nobody will deny that all young men and women in the modern world will need to participate in continuing education throughout their entire lives. Our 1961 survey showed 13 librarians engaged in full-time work and 63 librarians in part-time work with young people in libraries serving populations of 50,000 or more. At this time there were no librarians engaged in full-time work but 32 in part-time work in libraries serving populations of 10,000 to 50,000 persons. Correspondence in 1964 with all provinces and territories, along with recent Canadian Library Association Young People's Section meetings, have proven that the general trend is to amalgamate young people's work with adult services, using the same staff with specialists whenever possible, the same area and the same book collection, but adding special displays, tours, or classes in the use of library materials and special booklists. This is also the case in large public libraries like Vancouver, Edmonton, and Toronto.

Toronto still emphasizes the role of the young people's specialist as it has done over many years. In fact Toronto Public Library, like the Canadian Library Association, consistently seeks the best attitudes toward and practices within the area of young people's service within its Adult Services Division. The best service to youth in Canadian libraries came out of Toronto Public Library and spread throughout Canada in at least four ways: (1) through Toronto's very important role in the work of both the provincial and national library associations; (2) through the personnel who have worked for this library, learned its philosophy, and received its staff training; (3) through its reading guidance in first rate book selection, which has been published in excellent lists;[6] and (4) through articles and talks prepared by its staff. Today at Toronto Public Library a young adult staff is abreast of the times in work with youth, constantly making the entire staff aware of this special section of the community. Thus young people are served equally well in Toronto's larger libraries and may be referred on to a central reference service. The entire book collection

is at the disposal of young people, nearly always with expert guidance available.

This is as it must be and should be in all of our larger libraries. But many still fail because they either set up separate rooms which have proven themselves for the most part redundant, since they must still make the entire library available to young people, or they give students complete access to their collections without adequate guidance. In smaller libraries where the population served is 50,000 or less, book collections are smaller and not as difficult for students to use, but nevertheless youth are neglected if there is no trained librarian to work with them after school hours. Many librarians surveyed have reported no such service.

Again we must not forget the willingness displayed by young people's librarians at our meetings on standards for young people's work in the public library to try to provide some kind of special service to youth within the adult services sections, or departments of their libraries. Although recognizing shortcomings in service to young adults, we must remain aware of Canada's shortage of librarians and the demands made upon our library schools by industries, universities, schools and government. Nor should we forget those communities where good library service is not easily obtained because the communities are small and distant from larger centers. Our "guidelines" state without any reservations that although there may be no special staff, or space for guided library tours or classes, book talks, displays, or even booklists, there must be sound book selection and some inspiration from some source. In other words the "guidelines" consider even the smallest and most inadequately served communities from the point of view of library service. And in these cases the "guidelines" suggest lists for buying, and at least some means of access to reference resources outside of the community. Where there are regional library systems we have drawn attention to those services—mainly sound book selection and inspiration—which are possible to lesser and greater degrees depending upon staff and cooperation within a regional setting.

It is easy to write about what seems to be a simple and easy method for obtaining a fairly good library service through good book selection and some correspondence or telephone communication. It is a much more difficult thing to make even this kind of library service, especially where so many miles often lie between those who need help and those who would like to give it. The point is that our committee

did aim to write standards that, as a philosophy, would inspire librarians and officials to see what our young people really require and how they, as responsible librarians, ought to feel about taking action.

The Young People's Section of the Canadian Library Association has come a long way since it was constituted in 1950. Besides, we of the committee on standards really know now what we would like to achieve in young adult service, even if all those concerned are not in total agreement about the best means to be used in every spot on our map, and even if we differ in our concepts of the term "standard." We may have a perilous journey ahead. But the exchange of ideas brought about by launching standards may help to keep reason on our side and enable us to keep pace with the times and their new demands.

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Young Adult Service in the State, Regional or County System

ESTHER HELFAND

It is 1940. A girl walks into a public library. It is a dark, musty place in a Carnegie-type building. She is fifteen. A librarian approaches her and asks "Can I help you?" She wants *Gone with the Wind*. "I'm sorry," the librarian replies, "it is not available."

Almost thirty years later, a girl walks into a public library. It is a shiny, modern building, built with the help of Title II funds of the Library Services and Construction Act. She is thirteen. Approaching the modern formica-topped desk, she is intercepted by a librarian who offers help. The book the young girl requests is *Gone with the Wind*. The book is still not available, and library policy decrees that fiction requested by students of high school age will not be honored as an inter-library loan request. The reason the book is not available is unimportant; that the reader's need remains unfulfilled, is. In the end, it is the same story; a girl with the same need for the same book is not being served.

How far have we come in thirty years? We have perfected techniques, we have accepted the world of the computer, we have expanded our concepts of the library's function, we have recognized other media, we have established procedures for type-of-library cooperation, we are transmitting research information, we are establishing communication networks, and we are changing our image. Yet, discrepancies exist throughout the nation, and even among areas within one state or between states, as to the quality, quantity, and type of service available and the extent to which this service will be given. Some services are not available at all; other services are available to adults, but not to young adults.

As professionals, we establish standards—and so we should—but only if the implementation of standards is not discriminatory, and

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provided that standards do not fall into the error of categorizing and standardizing library users, judging the value of a person's needs by the type of request, or on the basis of our own criteria. Who are we to say that a copy of *Gone with the Wind* is less important to a particular adolescent at a particular time than the research paper requested by the Cornell University professor who, having many other recourses, will soon get the material he needs even if there are temporary delays?

Perhaps the single most important mission of young adult service at both the state and system levels is to eliminate present dichotomies that exist in the services—or degrees of services—given the public, while at the same time providing exemplary and accessible services meeting the needs of all users.

State library agency service gained strength with the enactment of the Federal Library Services Act of 1956, which was designed to develop public library services in rural areas. Subsequently, the Library Services and Construction Act (1964) added further strength and recognition of state service by including funds for construction and widening the use of Federal funds to include non-rural areas.

With the financial support granted state programs through Federal funds, New York state has been able to add to its extension program a full complement of consultant staff—to date it is the only state employing a full-time young adult consultant—to develop services in the age level specialities. This was at a time when, with the exception of the metropolitan areas, system development throughout the state was in its infancy. Very few systems had enough personnel, or personnel with sufficiently specialized training and experience, to assume responsibility for developing a program of service to young adults.

One of the first specialist programs launched by the state agency, with the "rural area" clause still the determining factor, was designed to do for systems what they could not then do for themselves. It was to teach member librarians, who for the most part were not professional librarians, the fundamentals of specialist service, to help them realize the need and the potential, and, hopefully, to inspire them into action. This program, known as the Community Librarian's Training Course, was set up as a five year plan. Courses consisting of four 2½ hour sessions were conducted throughout the state in the areas of library management; reference; and children's, young adult and adult services. Participants were given assignments, and each subject

taught was particularly geared to promoting service in the small community library.

The staffs of the system headquarters were encouraged to attend the courses to observe techniques, to assure that state and system objectives were compatible, and in order that follow-up activity could more successfully be effected. Though the state-level specialist consultants were on call to advise libraries individually—a role that would appropriately and eventually fall to system level staff—this was virtually impossible to do with any frequency, consistency, or measurable long range effectiveness.

While the Community Librarian's Training Course was one part of a total program, it was a deliberate effort to develop sophistication and talent at the system and local levels so that certain jobs would not have to be done again by the state. It further provided a focal point for other related activity such as consultant visits in the regions where courses were being planned and conducted.

Other supporting help to systems in this early period of growth included a book acquisition program. Funds were available to purchase books for long-term loan to newly established libraries and a round-up of titles recommended for purchase was published once or twice a year.

All of this is history, significant in perspective, indicative of needs expressed and fulfilled, and the mark of an end as well as a beginning of a cycle. Help from the state level ends when systems or other agencies can assume successfully the job that is needed at the time. As young adult consultants are added to the staffs of more systems, the program of the state consultant necessarily shifts.

As state library agencies assumed a more important role and greater responsibility, it became evident that standards were needed. In 1963 the American Library Association's *Standards for Library Functions at the State Level* was published. Standard 32 reads:

> State library consultant service should extend to guidance in special aspects of library service, and be strong enough to help those libraries meeting standards and thus able to move on to more advanced programs.[1]

The explanatory paragraph includes young adult service among the special aspects of library service and further finds that "advanced field work becomes increasingly necessary as small libraries are incorporated into groups or systems of libraries, and the systems face

opportunities for service of greater scope or depth. Thus the state library consultant program becomes a means to guide service over the state to higher levels."[1]

An informal survey of consultant responsibilities within the state library agencies, conducted in 1964, disclosed that only one-fourth of the states could report measurable consultant activity devoted to work dealing with young adult service. Further inquiry revealed that among those states reporting consultant assignments to phases of young adult work, about one-fifth reported they spent less than one-half of their time, and another fifth stated they spent less than one-fourth of their time on young adult activities.

Subsequently, follow-up information was gathered from a selective sampling of state agencies. While the over-all picture of state young adult service has not changed to any appreciable extent between 1964 and 1967, there are, nevertheless, greater expressions of need for such service as well as for more effort expended toward achiving goals. The major reasons cited for being unable to provide young adult consultant service are lack of personnel, lack of understanding, lack of funds and, from a sympathetic consultant with at least dual responsibilities, lack of "time." Despite the obstacles, new or expanded programs are evident throughout the country. Noteworthy among these are liaisons with school libraries, library schools and state universities; demonstration projects on services to the "disadvantaged"; and increased participation in state conferences and in state professional associations.

What heights can state consultant service reach? And to what end? What can consultant service at the state level contribute to the development of exemplary library service to young adults? When we realize that everything affecting the young adult in our society is the concern of the librarian at every level of library activity, then the potential for achieving optimum service in each community throughout the nation is limitless.

A state consultant has the added advantage of seeing the total program not only in the specific area of the specialty but in the broad spectrum of library service. The needs of young adults can only be fulfilled by the library if all of its materials and services are available and supplemented with those of other types of libraries, other agencies and through all media. Indeed, meaningful service can only be achieved when the "special" becomes an integral part of the whole. The observations made by Marshall McLuhan in the field of educa-

tion have particular relevance to librarianship: "Specialization won't work any more as a means of learning. The only technique today for obtaining depth is by interrelating knowledge, whether it be in physics or anthropology or anything else. When a man attempts to study anything, he crosses the boundaries of that field almost as soon as he begins to look into it."[2]

The boundary lines that touch young adult service are innumerable. From the planning of a functional public library building to the sophistication of facsimile transmission, from the service provided the child to that provided the adult, from the simple personal need or interest to the highly complex need or interest, from the school—related activity to the activities of every other agency serving youth —these and all the other in-betweens are within the legitimate and necessary scope of library service.

The goal of state level service can be simply stated as helping and encouraging the public libraries in the state, via the regional, county and system complex, to achieve both technically and inspirationally a program of service that builds on existing strengths, that avoids duplication of effort and that coordinates activity within and without the public library agency in order to fulfill the personal and intellectual needs of young adults. Whatever can contribute to development of such services in the state has priority.

The role of the state consultant therefore has many facets. Areas of responsibility that rightfully belong to the consultant include:

(1) orientation of new young adult system consultants to the programs and activities in the state, while assessing the needs and priorities of the particular system;
(2) planning of meetings and conferences, both large and small, for system staff within a geographic area on problems common to all or for the promotion of statewide young adult service as a whole;
(3) encouraging and participating in system-planned workshops on special topics or areas of service;
(4) coordination of system activities and programs to bring systems or, where there are no systems, individual libraries into closer relationship; acquainting them with plans and activities under way so that duplication of effort can be kept to a minimum and the expertise of personnel and newly-developed programs and materials can profitably be shared;
(5) initiating programs or experimental projects, drawing on cooperative efforts from several or all systems;

(6) establishing liaison with all agencies, both state and Federal, that are concerned with youth;
(7) establishing liaison with other departments within the state agency such as school library bureaus, and other public library consultant staff, both specialist and generalist;
(8) establishing a pattern of communication with schools of library service and teachers colleges;
(9) participating in the activities and programs of professional library and related organizations, both state and national (statewide needs can often best be met through association effort); and
(10) planning for the centralization of those activities that most feasibly fit into a state level program.

This, of course, is a broad interpretation of state level functions. While state agencies have been strongly influential in the establishment and development of systems per se and in specialist service within the system, the role of young adult consultant service at the state level not only parallels that of system young adult service but functions within the framework of system growth and development. In a sense, regional or system service is the foundation for state level activity. The state consultant program is continually changing; it must stretch and bend in harmony with system patterns, with the social milieu and with the increasing support and recognition of libraries.

In New York state the dominant pattern of regional service is the cooperative library system. These systems are made up of independent libraries with separate boards of trustees who elect to affiliate with a central agency for various technical and consultant services. Because member libraries are autonomous they have the prerogative of electing to participate in system programs or not, as they see fit. The role of the system young adult consultant, then, is truly special. The activity or program that does not meet a need or provoke interest will be ignored or at best given low priority and only token acceptance.

The effective consultant must possess a number of qualities quite distinct from factual knowledge and experience. The ability to be a pupil as well as a teacher, to listen as well as expound, to persuade, instigate, organize, coordinate, and communicate are some of these essential qualities. These remain constant; only the methods and priorities change.

It is an oversimplification to suggest that services rendered by the activities of the young adult system consultant fall into two broad

categories: those relating to materials and those relating to programs and services. Nevertheless, these categories encompass the larger areas of responsibility today.

Activities relating to materials are manifold, for in addition to the selection of printed matter which increases in number each year, "non-book" materials are becoming more and more important to the library function. The time needed for the selection of films, recordings, and slides pertinent to young adult service should be allocated on a basis commensurate with output and accorded the same careful deliberations given printed materials. This is not to imply that each system should spend the same amount of time doing the same thing; on the contrary, the trend towards combining expertise and the sharing of responsibility is not only obvious but necessary.

The qualities of a young adult consultant calling for his or her abilities as educator, organizer and communicator come into play here. Educating the member librarians of the system—who in turn educate others—to select the materials and to understand their relevance to young adults is a continuing process. Though techniques of communication will undoubtedly change in the near future, the ideas generated through group discussion and dialogue will continue to be important. It is more than likely that discussion groups will be expanded to include several systems as well as the member libraries within a system, through media now available such as closed circuit TV, video tapes, and telephone conferences, to mention a few. There is no reason why all systems could not "tune in" on a materials selection meeting conducted in one system, for example. Then libraries throughout the state will truly be building on existing strengths, sharing expertise, and eliminating duplication. Other activities relating to materials, such as the preparation of bibliographies, could become inter-system efforts. This has been done on a small scale with the help of Federal funds; it can be done on a more sophisticated level as the tools of communication become universally available at less prohibitive cost.

Most important to the role of the system young adult consultant are the activities which promote the utilization of materials; the programs and services planned for and made available to young adults. The kinds of programs initiated, directed or supported by the system consultant to meet local needs are described in another chapter and need not be enumerated in this one. It is more pertinent to point out the parallels that exist between the roles of state and

system consultants. The goals are the same; the areas of responsibility are the same; but the scope and emphasis differ. In addition to working with other members of the system staff, the system consultant trains and orients new librarians, visits member libraries in an advisory and teaching capacity, coordinates programs wherever and whenever feasible, initiates projects, participates in professional activities, and establishes working liaisons with other types of libraries, with library schools and with youth-serving agencies within the county or system area.

What the system consultant should not do is equally important. In an article by Dorothy Broderick on "The Role of a Consultant in a Cooperative System Headquarters," the dangers that face consultants who become "doers instead of educators" are stressed. The statement that suggests "the first lesson a consultant learns is to not do for one library what he could not do if all libraries were to ask for the same service"[3] is an important guiding principle. It is interesting to note, parenthetically, that the tendency "to do" rather than "to teach" is a weakness shared by state level consultants, according to a national research study conducted by Marie Long.[4] Consultants can be effective only if they do the job implicit in the title "consultant."

Just as functions relating to the selection of materials have potential for greater depth, inter-system relatedness and centralization, so also do activities relating to services and programs; the techniques, the know-how, the patterns of communication are all applicable. I would add to this a potential function for libraries that would close the gap between what is needed to keep pace with the social milieu, and the programs of allied agencies, and what is available. This idea was explored by a keynote speaker at a young adult services conference held in Albany in October 1967. The point raised was that while libraries have traditionaly selected materials produced by other agencies, with few exceptions they have not assumed any responsibility for identifying specific needs and for subsequently producing the materials or "stimulating the production" of materials that answer those needs. "Yet as a barometer of informational needs of a community, who is in a better position to identify the kinds of information people need at various times?"[5]

Also explored by this same speaker at the conference was the idea of sharing personnel, especially specialists who are not necessarily librarians but whose knowledge and experience would be invaluable

to a program for young adults that takes into account everything that affects a young adult in our society today or in the future. Again, a prediction made by Marshall McLuhan is applicable: "When video tape becomes available to the ordinary household as it will shortly, . . . then anybody can have top-level surgeons, biologists, physicists, philosophers, poets—anything for his own private use on all subjects and at his own time, his own leisure and in his own space." [6]

We can make educated speculations about how things will look in the next thirty years. Certainly more people will be going to college. Certainly the minors in our society will be the majors. Certainly co-operative agreements among systems alone will not accomplish our goals. Perhaps when public library standards are once again revised they will state that "only by having library systems and states working together, sharing their services and materials can we ever meet the full needs of users."

Whatever his chronological age, the adolescent thirty years hence will have the same basic and human needs as those expressed by the teenager of today. The adolescent's total experience, level of maturity and capabilities determine the priorities of his needs in his own mind. The goal of young adult consultantship is to inculcate in those involved with librarianship the ultimate importance of the young adult's expressed interests, latent aspirations, and potentials. In the year 2000 there will be no discrimination by age. *Gone with the Wind* will be available to the right person, for his own right use and in his own time and space.

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April, 1969, *The Changing Nature of the School Library.* Editor: Mae Graham, Supervisor of School Libraries, Division of Library Extension, Maryland State Department of Education, Baltimore, Maryland.

July, 1969, *Trends in College Librarianship.* Editor: H. Vaile Deale, Director of Libraries, Beloit College, Beloit, Wisconsin.

October, 1969, *University Library Buildings.* Editor: David C. Weber, Associate Director of Libraries, Stanford University, Stanford, California.